THE UNIVERSITY OF NORTH CAROLINA RECORD

DECEMBER 1923
NUMBER 205

CHAPEL, HILL, N. C.
THE UNIVERSITY OF NORTH CAROLINA PRESS
1923

Digitized by the Internet Archive
in 2013

http://archive.org/details/universityrecord205univ

Library, Univ. of
North Carolina

In Memoriam

JOHN BRYAN GRIMES

Class of '86; Member Board of Trustees since 1909, of its Executive Committee since 1910, Chairman of its Building Committee; Secretary of State of North Carolina, from January, 1901.

Died January 11th, 1923

DORMAN THOMPSON

Class of '01; Member Board of Trustees since 1921; State Senator, 1913, 1915, 1919.

Died October 2nd, 1923

LUCIUS POLK MCGEHEE

Class of '87; Professor of Law, University of North Carolina, 1904-1909; Dean of School of Law, 1910-1923.

Died October 10th, 1923

Integer vitae scelerisque purus
Non eget Mauris jaculis neque arcu
Nec venenatis gravida sagittis,
Fusce, pharetra.

51828

THE UNIVERSITY RECORD

Number 205 December, 1923

Annual Report of the President

To the Board of Trustees of
The University of North Carolina:

I am this year departing somewhat from the form of previous reports to you, in order that I may be free to center on what seems to me the prime fact of present significance with regard to the University: its rapid development into an institution which is, in every sense of the term, a modern State University. We fail to interpret rightly what is going on within the University of North Carolina if we think of its growth as chiefly physical, or in terms of an increase in the number of its students. Thanks to the generosity of the State, its physical growth and the increase in its student body and faculty continue unabated. The building program inaugurated two and a-half years ago is still proceeding with satisfaction to us all; since my last report the State has added $1,650,000 to its former appropriation of $1,490,000 for buildings and permanent improvements. We are, as regards our six-year building program, now in the midst of our task; our estimate of the number of students for whom provision must be made have been fully met, and the student body continues to grow. The number of high school graduates mounts rapidly year by year—it seems likely to reach a total of 8,000 from standard high schools this next spring, as contrasted with 1,500 three years ago. This growth our student body will continue to reflect, as it has done in the past. It is essential, therefore, that the complete

six-year program be carried out, and the estimate made three years ago of five and a-half million dollars to cover the cost of this program was conservative. This leaves a sum of approximately two and a-half million still to be provided for the University's physical needs for the six-year term. For what, in detail, our present building operations involve, I refer you to the report of the Business Manager, published herewith, and to the report of your Building Committee. These tell the story of the rapid increase of the University's physical plant in buildings and permanent improvements that are durable, in good taste, and secured at reasonable cost.

UNIVERSITY MORE THAN A COLLEGE

Important and essential as these physical developments are, marked as is our numerical increase, the most significant facts about the University today are not its building schedule and its registration figures, but those which have to do with its steady progress toward a more and more adequate expression in its work of the purposes for which universities are founded and maintained by progressive commonwealths.

I say "purposes," for the task of the modern university is by no means simple. It embraces a multitude of activities, bewildering perhaps if they are merely listed, but each of which finds its place in a common program, because it gives concrete expression to one or another phase of the university ideal. It follows—and I cannot stress this point too strongly—that a university cannot be understood or described in the terms which apply to a college. A university is more than a large college—it is an institution essentially more complex and diversified than is a college, with a far wider range of services to perform. There is a fundamental qualitative difference between the two types of institutions—a distinction which I do not believe has yet received general recognition, but which must be stated if the work which the University is doing is to be understood.

The sort of institution which was most chiefly in the mind of the founders of the University was, clearly enough, what we of today would call an undergraduate college, whose business it was to fit youth for an "Honorable Discharge of the Social Duties of Life." A catalogue of 1820 which is before me shows a faculty of four professors and two tutors, giving instruction to a student body of 127. The Professor of Mathematics and Natural Philosophy, the Professor of Chemistry and Mineralogy, the Professor of Languages, the Professor of Rhetoric and Logic, and the two tutors, were in charge of a course of study that was simple and coherent and uniform, and that required the same things of all from start to finish. Today a faculty of approximately one hundred and sixty, organized into nineteen college departments and nine special schools, offers instruction to a student body of nearly 2,200. It is not merely that the student body has increased, or that the faculty has increased, but that department after department has been added, school after school has been organized, until today sixty per cent of the student body is enrolled in other than liberal arts courses; and that the very conception of what a University is *for* has altered and broadened to an immense degree.

Consider, for example, that the University has now enrolled as candidates for advanced degrees 329 students (counting those working for such degrees through a series of summer sessions), representing seventeen states, and coming from seventy colleges. The maintenance of a strong graduate school is a function of a University, but not necessarily, or even usually, that of a college. Or consider again the 1,300 students enrolled during this last year in correspondence and extension courses: the provision of such instruction is within the scope of a State University, but not one of the objectives toward which colleges commonly strive. Again, it is incumbent upon a university, as it is not upon a college, to main-

tain chairs and departments manned by men much of whose time and thought are taken up with other than teaching duties, and whose value to the University and to the State cannot be calculated solely, or even chiefly, in terms of the number of students instructed. I may refer by way of illustration to the work carried on by the Department of Rural Economics, the School of Education, or the School of Public Welfare. The State is deriving immense direct benefit from the services of such University departments as these; it would sadly miss any one of them. What they are doing must be judged by a University, rather than by a college, standard, in terms of total service rendered.

By precisely the same standard must be judged the services of those men who show marked capacity to advance the domain of knowledge, and whom it is the business of a University, far more than of a college, to seek out and encourage.

These few illustrations may serve to give concreteness to the point—in what follows it will, I hope, become more definite and clear.

I

UNIVERSITY RESPONSIBILITIES

There are, in broad survey, three great tasks which a State University is called upon to perform. The measure of the success of the University of North Carolina, or of any other State University, must be sought in terms of its achievement in these three lines of endeavor. To phrase them, first, abstractly, there are the tasks of adjustment, the creative task, and the task of direct service. These, and the attempts of the University to meet them, it is my purpose to discuss.

ADJUSTMENT TO LIFE

And first, the task of adjustment. What this involves was in the minds of the University founders when they declared that the "happiness of the rising generations" could best be secured when, through education, they were fitted "for an Honorable Discharge of the Social Duties of Life"—that is, of their

duties as members of the organized society of their time and place. In other words, man has built up a civilization, a "culture" in the wide sense—has acquired knowledge, created beauty, formulated philosophies, gained ideals and spiritual insights, developed masteries and skills, with which each successive generation must be brought into touch, to which it must be adjusted. This has always been the great primary business of education—that of inducting youth into its racial heritage, and adapting him to the racial ways of life. It was so that education began in the dim past, when the old men about the fires at night moulded youth into the racial ways of thought through legend and myth and sacred rite, through tales of war and of the chase, and of the ways of the gods with men. So the youth came to enter into the racial mind; so he became a good tribesman, or a good Athenian, or a good Roman, as he came to possess the cultural heritage of his people. And so today this is still the prime business of education, whether in the elementary school, the high school, or the University—a task performed at higher levels and with wider implications in each higher unit of the educational system.

John Milton—who was an educator as well as many other things—formulated a definition of education in this sense which is essentially in spirit that of our own founders. Said he, "I call a complete and generous education that which fits a man to perform, justly, skillfully, and magnanimously all the offices both private and public of Peace and War." An impossible ideal, to be sure, for any educational institution, even in the simple seventeenth century days; still more impossible, I am sure, a century and a-half later, when the original Board of Trustees of the University of North Carolina bravely attempted to cover the field of knowledge by instructing the first Presiding Professor to lecture weekly on "the Principles of Agriculture, Botany, Zoology, Mineralogy, Architec-

ture, and Commerce," and to examine all students each Sunday in the principles of morality and religion. Impossible, but simplicity itself compared with the task which confronts educational institutions today. For the hundred and thirty years which have elapsed since the foundation of the University of North Carolina have been precisely those years which have witnessed the transformation of every phase and aspect of our common life—a transformation so rapid and complete that, in the essential ways of living, the men of Davie's time were closer to Abraham than we are to them.

But, with all these changes, the task of adjustment still remains. Dean Royster, in his appended report, states it for the college in these words: "Instruction in the College of Arts should, in my opinion, group and organize itself around the aim to understand, appreciate, and enjoy the civilization of our day as it manifests itself in its social, scientific, philosophic, religious, artistic, and natural aspects and the stages by which it has grown to its present state; to gain an insight into the forces of life, present and past." Truly, as he remarks, here is a "life accomplishment," not one which can be achieved in four years of college alone—and yet with the fundamental lines of approach to such an adjustment both college and professional school must now and always concern themselves, with an emphasis on the wider aspects of life in the college, and on a more definite adjustment to one or another region of it in the professional school.

SPECIALIZATION

Confronted by such an enormous increase in the complexity of their task, educational institutions have proceeded to deal with it by breaking it up, just as has society in general, into specialties. Departments have multiplied, staffed by men trained through years in this or that particular branch of knowledge. In proportion as the advance of knowledge in special lines has made necessary through preliminary training in field after field of life activities which men

pursue as careers, professional schools have been organized to meet the need. Schools of education, of commerce, of public welfare, of pharmacy, of electrical engineering, all represent the necessity of training professionally for careers largely undifferentiated, and in some cases non-existent, a century ago, while at the same time training for the older professions has been altogether revolutionized.

This latter point—that of the altered conceptions as to what constitutes training for the older professions—may be illustrated from what is happening in the fields of law and medicine. Let us look for a moment at the question of training for law.

LAW

It was possible for John Marshall, in the infancy of the nation and of American law, to enter on the practice of his profession with six weeks of formal training. Today a law school rated as standard by the American Bar Association requires for its degree five years of work beyond high school—two in college, and three devoted to the study of law. Aside from the fact that there are few John Marshalls, the change reflects the greatly increased complexity of the problems with which lawyers must deal at the present day. This has, indeed, enormously grown within the last generation with the accumulated mass of statutes and of decisions, and with the growth of intricate industrial and social relationships on every hand. Many of the older generation of lawyers have achieved successful careers on the basis of an amount of training that would constitute a hopeless handicap to the young man of today. Whatever may be the reasons, the legal profession has been somewhat slow to recognize this fact. It is only within the last few years that such bodies as the American Bar Association and the Association of American Law Schools have embarked on a determined effort to set up standards of legal education edequate to the present needs of the profession. To those standards the University of North Carolina Law School must conform, or lose its

membership in the Association of American Law Schools, and with it any hope of leadership, or even equality, in the field of legal education in the South. Schools in Southern territory which either meet these standards, or have announced their intention of doing so by 1925, include Texas, Virginia, Washington and Lee, Emory, Trinity College, Baylor, Florida, Georgia, Tennessee, Alabama, and West Virginia. It is unthinkable that the University Law School should consent to sink below the level of the standards maintained by these schools, should be condemned for years to come to a place of inferiority and to a second-rate task.

These standards involve, first, a requirement by 1925 of two years of college work preliminary to entrance, special over-age students to the number of ten per cent being allowed without the requirement. This will be a source of less disturbance to the school than might at first sight be thought. Aside from special over-age students, only twenty-nine men in the Law School today would fail to meet the requirement. As the report of Acting Dean McIntosh points out, the balance of the registration of approximately 130 have (excluding special over-age students) either a college degree or at least two years of college work.

Second, the operation of a three year law course, leading to a degree. This the University already has.

Third, a sufficient faculty, library, and a proper curriculum for the work.

There is, I believe, no hesitation in your minds that the University of North Carolina should make every effort to develop a Law School which will be strong and outstanding. Its whole record under the leadership of the lamented Dean McGehee is a record of honest and sound scholarship. The continuation of its development at this stage of its life is a task calling for administrative ability of the first order, for sound judgment, and an intimate knowledge of the problems and trends of modern legal education. Men

must be held for an adequate three-year course in spite of the fact that they can be admitted to the bar after two years—a task calling for a strong faculty and a well-planned course of study, and a task from the successful operation of which the State will ultimately reap immense benefit in the better training of its lawyers. How to meet this situation; how to plan a proper course of study; where and how to find strong teachers—such administrative problems as these must be met by the man chosen to head the school, who has before him one of the most difficult and most important tasks of the University. To such a task he must bring training, and knowledge of the field of legal education. It must be remembered that education for the legal profession is an affair quite different today from what it was a generation ago, and that methods and practices in successful usage then cannot be called upon to solve our present problem. Such a procedure would be, indeed, the most serious and tragic of all possible blows to the development of the legal profession of North Carolina. May I add that I have little sympathy with the objection that the newer type of legal education is "theoretical." All professional education is theoretical in precisely the same sense; the product of any professional school must always serve an apprenticeship under practical conditions before it is made into teachers, or engineers, or doctors, or lawyers.

MEDICINE

Medicine, to cite another of the old professions, has achieved a thorough reorganization of its educational methods and standards. Didactic lectures delivered as an avocation by busy practitioners have given place to bedside clinics and laboratory investigations under the direction of men who make a business of teaching; the illy-prepared students of former days have given place to students who, on the one hand, have taken at least two years of work in college and, on the other, more and more spend considerable time in hospital practice after graduation. No one would for a mo-

ment counsel return to the older practices and methods in medical education; a sharp drop in the number of physicians due to the closing of the weaker schools and the raising of requirements has been a temporary source of embarrassment, but the number of students desirous of pursuing medicine as a career has of recent years steadily increased, until the problem of the existing schools of medicine is today that of caring for them with the present facilities of the country. This, as you are well aware, is an increasing source of difficulty to two-year schools like our own which must depend on schools in other states to graduate their men. It is interesting to note in what a short time the new educational plane to which medicine has been accepted by public and professional thought; in our own discussion of the matter the question was not whether such standards should be maintained, but how a complete medical school could be worked out on a standard basis which could render the best service.

The whole discussion is too fresh in the minds of all of us to require extended comment here. Sincere differences of opinion naturally arose with regard to a most intricate and puzzling problem, a problem the solution of which reduces to a determination of the relative weight that various factors should receive. That it is as clearly the duty of the State to furnish proper training for its physicians as for its other professional men no one can for a moment doubt. It is equally clear that, with the excellence of its present two years of medical work, the University is the logical agency through which such development should come. We should, therefore, in my judgment, press forward to the completion of this task, in which interest among the medical profession of the State is deep and strong, and the doing of which will result in a great service to North Carolina.

PROFESSIONAL EDUCATION

To return to the problem of professional training in general, it is fair to say that the professional school of today finds itself confronted by a real dilemma.

On the one hand, the constantly increasing demands of the professions, as knowledge accumulates and specialties multiply, result in professional curricula which tend to become more and more technical and—too often narrowly—specialized. The pressure for the inclusion of new subjects, or for the expansion of the old, is very great. Not to meet it is to run the danger of embarrassing graduates who enter professional life. On the other hand, such a pressure tends to the formation of a system of professional education which tends to produce technicians rather than broadly trained professional men.

In this situation professional schools have adopted one or the other of two courses: they have come to require preliminary college years or they have sought to include liberal subjects within the professional course itself. Medicine and law represents the former type or solution; engineering, commerce and education, the latter. (For an interesting statement of the ideals of the University School of Commerce in this respect, I refer you to the report of Dean Carroll). Both solutions present difficulties. College years which are prerequisite to entrance to a professional school tend, as Dean Royster points out, to become not liberal, but vocational in character, with a series of required subjects chosen in terms of the contribution they make to the professional school, not in terms of their liberalizing content.

The inclusion of liberal subjects within the professional course itself, on the other hand, seems practically impossible in schools like medicine, but destined to increase in schools like engineering in terms of the recommendation of the National Industrial Conference Board, which holds that engineering students, even at the sacrifice of some technical expertness, should be broadly and liberally trained.

There is at the University of North Carolina much hard thinking going on regarding this and other problems of professional education. For detailed evi-

dence of this, I refer you to the reports of the deans of these schools. Certain suggestions of my own, which would affect both professional schools and college, I defer to a later paragraph of this report.

THE COLLEGE

If the problem of the professional school is difficult, it is far simpler than is that of the Liberal Arts College. A century ago it was the task of colleges to fit small groups of students, coming largely from a single social group of the population, to enter a world in which "gentlemen" everywhere were characterized by the possession of a common body of knowledge, common ways of looking at things and of reacting to them. There was, in other words, a common culture that distinguished the group from which college students came, and to which they returned. The foundations of this common culture it was the business of the college to impart—a task of adjustment which it performed through a curriculum that, narrow as it was, fitted its purpose fairly well. Today there exists neither a restricted group nor a common culture. College education has become a part of the democratic tradition of America—every type of home within the borders of the State finds representation on such a campus as that of the University of North Carolina. The life for which the college fitted a century ago has itself given way to something infinitely more varied and complex; educated men, aside from the few fundamentals, no longer share intellectual possessions in common—the common culture of the past has broken up of its own weight into wide range of specialties as addition after addition has been made to its stock. The task of adjusting men to this racial heritage has become a task bewildering in its infinite complications.

ELECTION

As I have noted above, this increasing complexity has reflected itself in the organization within the college of more and more departments, with a natural multiplication of courses, and a consequent system of electives among these courses for the student. It is

no criticism of the college student to say that, in an organization of the complexity of the modern college, he is usually quite unable without systematic guidance to correlate his college work either to serve adequately his own interests and capacities, or to gain a coherent idea of his world that will serve as a foundation for his later intellectual development. He is all too likely to fall back on the accumulation of sufficient credits for a degree, trusting that somehow such a procedure will make of him an educated man. His adventures in the pursuit of knowledge thus are more like the wanderings of Ulysses than the purposeful exploration of a rich domain. It is now generally recognized that a policy of free election, in the complex modern college, is neither workable nor wise. Systematic guidance there must be; Dean Royster has sketched in his report the present tendencies in that direction, which more and more, I believe, will result, not in a return to the old prescribed curriculum, but in the organization of correlated groups of courses, one or another group to be the unit of election, instead of the single course or the department. The beginnings of such a grouping exist at the University, in the newly organized course in humanities. Dean Carroll, in his report, suggests another, and still others should be added as rapidly as possible, just to the extent to which they represent real approaches to adjustments to life, with courses related in such a way as to make that approach of a unitary sort.

DEPARTMENTAL SPECIALIZATION

The creation within our college of a large group of departments, manned by specialists, has had other effects than the multiplication of courses. It has without question raised the level of instruction—college students are far more adequately taught than formerly. But, on the other hand, the department, which should be primarily a convenient administrative unit, has become too largely the center of educational thinking. About it and its problems— its expansion, its strengthening, its policies, faculty thinking tends to

revolve. Through the atmosphere of its subject-matter all educational questions are likely to be viewed. It is time that we realized that a college may possess an aggregation of strong departments, each doing thorough work, and yet fail to measure up to its educational responsibilities, in that it sets for itself no coherent aim or aims, save the praiseworthy but inadequate one that whatever it teaches shall be well taught. Such a view exalts the subject, which should be a means, unto an end in itself, and virtually declares impossible the larger task of the college as a whole. It shifts the emphasis of college education from the task of laying lines of approach to the understanding and appreciation of contemporary life, to that of the mastery of an artificially isolated series of subject-matters, and thus assists, rather than counterbalances, the intellectual disintegration of the modern world.

MENTAL TRAINING

Hesitating to grapple with this central problem of the college springs further from the theory that it is the main intellectual business of the college to sharpen men's minds, to "teach them how to think," and that this purpose is best accomplished by subjects selected for their abstract and rigorous character, rather than for the contribution which they make to the understanding and appreciation of life. This is not the place to enter into any extended discussion of this technical question; were such a theory true we might well return to the narrow curricula of a hundred years ago. Not only is there no psychological warrant for the assumption that those subjects traditionally supposed to do so, afford greater "mental discipline" than others—the "general mental training" that any single subject can give turns out to be exceedingly limited—but the history of education shows conclusively that it is during periods of educational sterility that such conceptions are to the fore, that men take refuge in them from the more difficult tasks of adjustment through education to life.

SUGGESTIONS

If it seems that I have painted an unsatisfactory picture of the status of the American college of liberal arts, it is because I have deliberately chosen to portray its difficulties rather than its strength. There are abundant indications that the liberal arts college is entering a period of swift educational development. An increasing body of fact and experiment and constructive thought is accumulating, and the College of Arts of the University of North Carolina, under the wise guidance of Dean Royster, is enlisted heartily in the forward movement.

What our colleges need is, first, a thorough and systematic attempt to formulate their aims—such studies as that of Dean Kelly of the University of Minnesota are significant here. We need a revivification of the faith of the college that it has a mission that can be stated in terms of life before it is stated in terms of subject-matter, and an approach to its problem from such a point of view. Such a statement sounds, and is, vague, but if, over a series of years, we shall honestly attempt to give body and content to it, if we strive to think through our problem of beginning the orientations and adjustments which men need who are to live in this complex modern world, I believe its vagueness will give place to a clarification of ideas that will mark a long step forward in the history of the liberal arts college.

Again, we need, both in college and in professional school, an experimental and tentative attitude. Institutional thinking, whatever the institution, tends to conservatism, toward the preservation of what *is*. A university, in this era of pressing problems, ought to be the most experimentally-minded of all institutions. The laboratory and the seminar habit of mind should carry over to the study of educational problems by men whose daily business it is to deal, as members of faculties, with them. Of such a disposition there is, I believe, increasing evidence at the University of North Carolina.

FRESHMAN YEAR

So far our experimentation, because of the immediency and importance of the problem, has centered largely about the Freshman year. It is only necessary to mention the fact that nearly one-third of the University registration is made up of men here for the first time to make clear something of the difficulty of the problem. Add to this the fact that the majority of these men are from small high schools in small towns, accustomed to intensely personal relationships in every aspect of their lives, and the problem of their adjustment to the ways and methods of an institution like the University becomes apparent. With this problem I feel that we are making real progress. We are now in the second year of our system of volunteer faculty counsellors to Freshmen—a system which divides the Freshmen into small groups, each with his counsellor available for advice and service. This work, successful last year, is even more so during the present session, with the larger opportunity for meeting and counsel made possible by the office space in the new buildings, and with a more systematic organization of the task. Again, practically every large department has not only carefully organized its Freshmen teaching under the chairmanship of some member of the department, but has arranged its students into sections on the basis of their ability, thereby enabling the setting of a natural pace which tends to keep all men at work. Intelligence tests have again been given this year to all Freshmen. Already these tests are proving of administrative value, and as we compare these records over a series of years with men's achievements, we shall come gradually into possession of a body of data of great significance in our work.

We are beginning, too, an experiment in the collection and dissemination of vocational information. Many men come to college with little idea of their life-purpose, or with quite erroneous ideas about whatever calling they may have in mind—the preparation

necessary for it, opportunities in it, capacities needed for it, and so on. Men choose this or that calling often for trivial reasons, possibly only to find themselves quite unfitted for it. Counsel about vocations goes on about a university every hour of every day, but too often in a quite unsystematic and partial fashion. The University hopes, not to choose professions for men, but to put data about professions and about themselves at their disposal, that will enable them more intelligently to choose for themselves. It is an experiment which I believe will have real and definite value; for its further discussion, as well as a detailed statement regarding certain of the experiments mentioned just above, I refer you to the report of Dean Bradshaw.

A COMMON YEAR

As regards another aspect of Freshman year, I am in full agreement with Dean Royster that the difficulty of its work is out of proportion to that of the remaining years. The remedy lies, I believe, less in tinkering with it than in its radical reconstruction.

We should come, I think, to a common Freshman year for all University students (though not necessarily with exactly the same subjects for all), the purposes of which should be both to test the ability of the student, from all sides, to maintain himself successfully in a university environment, and to give him certain broad approaches to modern thought, through survey courses that deliberately sacrifice intensity to breadth. I should like to see the organization of two such survey courses attempted. One, taking as its nucleus the present Freshman course in modern history, might, with the coöperation of the departments of the social science group and of English, be developed into a survey of modern civilization and its foundations, with something of the literature, philosophy, art, social and economic problems of the day set against the background of their development. The result would be a course that, like the somewhat similar course at Columbia, would, I believe, prove of

distinct advantage. The other, taught through the coöperation of the scientific departments, would be, though on a University basis, a course in general science similar to those now beginning to be well worked out in some high schools, but on a higher level, stressing both scientific fact and scientific method. These courses I would have taught, not by the creation of new departments, but by the coöperation of those already existing, along something like the same lines that made so successful the War Issues courses during the war. Such courses would, I believe, make a far better transition to, and basis for, University work than the present thoroughly departmentalized approach, that is likely to be thought of primarily as laying the basis for later specialization. All this, of course, is merely suggestive of what might be done.

EXTRA CLASS ROOM ADJUSTMENT

I trust you will not think me unmindful of the fact that adjustment is not a process which goes on exclusively in the classroom. It must be physical, social, moral, and religious, as well as intellectual. About these extra-classroom phases of University life there is much that I should like to say did space permit. I call your attention to the report of the Dean of Students, whose statements cover many of them in detail. Such work as Dean Bradshaw is doing is relatively new in American institutions, and both its effectiveness and the clarification of the purposes of it have steadily grown. It, and he, deserve your hearty interest and support as the development of his office goes on along the lines he has so clearly laid down. What has so far been done in this office is but a beginning of a work that proves more and more each year of tremendous value to the University.

I cannot refrain, however, from a few comments on this extra-classroom side of the University's life. First of all, the University is in a better position than ever before to care for the physical welfare of its students. For the sick, it has completed an addition of some twenty beds to its infirmary space, which should

prove ample for some years to come. For general student exercise, it is adding about forty tennis courts, a new field, and a large one-story indoor court for winter use. General participation in out-door sports has received a marked stimulation this year through the inauguration of a systematic series of inter-dormitory contests in tag-football and push-ball. Participation in sports should not be limited to the members of organized teams. For its general student body the University should provide, as it has now begun to provide, ample facilities. Men who are to lead the State in its development should have sound bodies as well as sound minds.

For the social side of our life, the beginning of construction of the Graham Memorial Building augurs well. Thanks to the generosity of our alumni and friends, the University will soon possess a structure whose use will, I believe, prove the greatest single unifying force on the campus. I am convinced, too, that social rooms should be included in all dormitories to be built in the future. The dormitory is a natural social unit, the value of which we are just beginning to appreciate, and which, to my mind, is a University asset of great significance.

The work of the Y. M. C. A., under the supervision of Mr. Comer, is a constant source of satisfaction. It permeates the life of the entire campus, with a fine touch and a broad sympathy wherever it goes. It deserves, and should have, a far more adequate physical plant than is now at its disposal.

I have spoken to you before of the splendid services rendered by the churches of the town. The part played by the University faculty in this work should not be overlooked. They serve as teachers and superintendents in Sunday schools, on church boards and committees, and are most generous in their support of every church cause.

It is with full deliberation that I make the statement that there is no community anywhere in which

the moral and religious environment is finer than at Chapel Hill. I am sure that it is your policy, as it is ours, to encourage by every possible legitimate means all that makes for the advancement of this side of our life.

It is my firm conviction that an institution like the University of North Carolina can so organize its efforts that the individual student need not be lost to sight in the larger group. The varied associations, the rich environment, of a large institution, are an obvious advantage; what we are trying to do is, in addition to this, to assure him the freest and fullest opportunity to develop, as an individual, a well-rounded personality. I am resolved that, with growing numbers, the University shall not become a place in which the individual is lost sight of in the mass; to carry out this purpose involves the intelligent organization of our resources in ways that we are more and more definitely beginning to understand and to develop.

THE LIBRARY

Closely allied, again, to the classroom task is that of the library, which, in a modern institution, is the great central workshop of students and faculty. Systematic reading more and more forms an essential part of University courses. Some idea of the service which the Library renders to the campus is gained from the fact that 75,000 books were loaned over the desk during the past year. Your interest in the building up of a strong library here has been keen, and you will be gratified at the record of advance set forth in the report of the Librarian, which shows an addition of approximately 12,000 volumes through the year, and the attainment of a position which is recognized by library officials throughout the country by its inclusion in the list of the thirty-two leading University libraries, facts about which are annually collected and disseminated in library publications. The development in college of reading habits that shall persist in after life is the most potent single means of

assuring the continuation of the education begun in college into the maturer years of life. The most pressing need of the Library is that for a new building; that now in use has reached the limit of its capacity.

II

THE CREATIVE TASK

I turn to a consideration of the University's second responsibility, which I have defined as its creative task. The University must strive not only to adjust men to life as it exists, it must serve in the advancement of knowledge, as an agency of human progress. The advancement of knowledge and the training of men fitted themselves to advance knowledge are both definite functions which it must assume.

With the general proposition that the advancement of knowledge is a legitimate University function no one will disagree. Your attitude in this respect has always been one of the heartiest assent. The result has been that there is today general agreement in educational circles that the University of North Carolina has done, and is doing, more for the advancement of knowledge than any other institution in the South.

I trust that I shall not be accused of any lack of sympathy for research which has no immediate practical applications if I venture to point out here the importance of this task in its immediate practical bearings on the life of the State and of the South—a point which Dean Greenlaw has stressed in his appended report. This I do because I do not believe it is generally recognized what advantages the State derives from that small proportion of its funds, and of the time of the faculty of the University, which are devoted to such purposes, and not because I would for a moment limit research in State institutions to the solution of such problems. The whole history of western civilization bears eloquent testimony to the value of research undertaken without thought of its immediate practical bearings. Without the work of

would be helpless; ask the physician of today what theorists in pure mathematics the modern engineer the achievements of men devoted to the purely scientific advancement of chemistry and biology has meant to him. The wireles telephone is the latest great illustration of the outcome of work begun for its purely theoretical interest, and what in the way of transformed sources of power present investigations into the structure of matter will lead to, no man can yet foresee. In an ordered universe, no truth is finally "abstract" in the sense that it does not ultimately bear on the thoughts and acts of men. And, even were this not the case, the intellectual stimulus which comes from the search for truth itself, with the mental growth which it involves, vivifies and strengthens teaching, is a potent factor to keep teachers from falling into mental ruts that deepen with each passing year. An institution in which research goes on systematically and continuously is not likely to carry forward its teaching in an atmosphere of intellectual sterility.

But what of the immediate practical values of the University's efforts in the advancement of knowledge? Let me cite one or two illustrations. In the first place, I wonder what it has meant to the State of North Carolina that for ten years Professor Branson and his associates have been steadily at work gathering, interpreting, and publishing, facts about the State? What the facts were, nobody knew, and yet sound economic and social progress must rest on a basis of fact. Such work as this has not only greatly advanced the knowledge of the people of North Carolina about themselves, but it has unquestionably contributed largely to the creation of the forward-looking attitude which so characterizes the State today. I know of no more practically important work in any institution of learning. Again, I would cite the work of the School of Education in its investigations into school conditions and problems, a work resulting in the cre-

ation of the newly established Bureau of Educational Research, which is digging out facts about the schools known to nobody, making them and their significance available, and so helping to shape educational practices and procedures in the State and in the South. It is, for example, a most important thing to know how the present product our elementary school system compares in educational achievement with graduates of elementary schools throughout the country—the bearings of such knowledge on our educational thinking are at once apparent. Such results, established through objective tests, the Bureau of Education Research is beginning to make available.

In a State engaged in a large way in the building of roads, it is important to know how curves may best be laid out, or how to deal with the problem of moisture from sub-grades in swampy places;—both problems on which valuable work has been done by members of the engineering faculty; in a state interested in developing water power such an investigation as that of another member of this faculty into the stream-flow of North Carolina has immediate importance. Investigations into the manufacture of beet sugar, methods of lubrication, the coöperative marketing of cotton and tobacco, the work carried on by the School of Public Welfare on community and social problems; all these and many other essays at the advancement of knowledge in ways of direct benefit to the one or another phase of the State's life, are sufficient, it seems to me, to establish the point.

Essentially creative, too, and enriching the life of the State, is the work of Professor Koch in building up a drama rooting in the life and traditions of the people, a work which has achieved generous national recognition. The University has a mission to advance, not only knowledge, but the creation and appreciation of art. If it does not do this it falls short of making the contribution it should to the development of a well-rounded commonwealth.

THE PRESS

To turn to a somewhat different phase of this University function, I am gratified to report that the University of North Carolina Press, authorized by you some years ago, is now organized and at work. The first annual report of its Director, L. R. Wilson, is included in these reports. His comment on the importance of this achievement is significant; that the University, with its prestige in the field of research, has now provided a proper channel for the publication of scholarly work that will give it standing in the field of publication commensurate with its standing in other lines of endeavor. If the results of attempts to advance knowledge are to be rendered available, such a channel as this is essential. The services rendered by such University Presses as those of Harvard, Chicago, Yale, Columbia have been immense. It is, I know, a source of gratification to us all that in a Southern institution the way to similar achievement is now possible.

THE GRADUATE SCHOOL

The organization through which the training of men in the advancement of knowledge goes on is of course that of the Graduate School. The growth of this School during the last few years has been one of the remarkable features of our University development. It has grown under the able administration of Dean Greenlaw into a position of primacy in the South, with a registration of over 300 (including summer session students), and an enrollment made up of students whose undergraduate work was done at some seventy colleges. The Graduate School is just at the beginnings of its larger services. Because graduate schools of the sort we are building up are new in the South. I want to say something here of matters of function and policy, acknowledging at the outset my indebtedness to the excellent report of Dean Greenlaw. In the past (excluding from consideration Johns Hopkins), no considerable amount of graduate work has been done at Southern institutions, and the South is immeasurably the poorer by that fact. Not

only has the distance and the expense of Northern graduate schools been a prohibitive barrier to many whose capacities fitted them for such expert training, but the affiliations formed by many a Southern youth at Northern graduate schools have been a factor that helped to determine that the North, and not the South, should profit by his training. Southern men, for example, are to be found in positions of responsibility and distinction in the faculties of practically every large institution in the country. I am not unmindful that economic reasons have played a part in such a state of affairs, but neither am I unmindful of the probability that, had those men been trained in graduate schools in the South, many of them might have been saved for her service. Again, there is a wide range of training in which men whose careers are to lie in the South can be far better fitted for work under competent men at Southern institutions, familiar with Southern problems. For example, is it not clear that students fitting themselves through graduate work for positions of responsibility and leadership in the public schools of North Carolina and of the South derive a great advantage from working under men familiar with Southern educational problems and conditions? Southern history, social service, advanced training in economics and sociology, are further illustrations of fields in which training under conditions that develop familiarity with local conditions is of great importance. I would not, of course, limit graduate work here, or anywhere, to such departments alone. To do so would mean a one-sided development. It should go on in whatever fields it can go on competently; my point is rather that the development here of a strong graduate school will mean more to the State and to the South than it is yet easy to realize.

To cite one practical problem; in these days of rapid growth of educational institutions there is a national shortage of superior teaching material, which

means certainly that if we are looking forward to a consideration of the sort of instruction students are in the future to receive, we must give every possible opportunity for those who are fitted to teach to secure adequate training. The lack of opportunity close at hand has, as I pointed out a moment ago, kept many a youth from such a career. It is our duty and our obligation to the future of education in the State to provide an opportunity as ample as we can.

It is also the business of a graduate school such as ours to train men as experts and leaders in professional careers of a non-teaching sort. With the growing complexity of life, North Carolina and the South have yearly increased need for such men—chemists, engineers, geologists, industrial and social experts, to give but a few illustrations—who have carried their training to a point of expertness and knowledge that cannot be reached during the four undergraduate years. So long as the South must rely on other sections of the country to train such men, it is at a marked disadvantage, a disadvantage which increases rapidly as the swift development of the South goes on.

To train, then, leaders and experts, in teaching and other professional lines, to train adequately Southern youth for Southern leadership—that, as I conceive it, is the primary function of a graduate school like our own. For such a work we have competent men, we are yearly accumulating more adequate equipment of books and tools. We need, in order that students particularly fitted for this sort of training may not be debarred because of the expense, funds for fellowships. Just as in the college there are scholarships and loan funds for worthy students, there should be in the Graduate School methods of rendering financial assistance to students whose capacity to profit thereby is clear. I know of no more worthy cause for which appeal might be made to donors to the University, nor one more certain to bring splendid results.

III

DIRECT SERVICE

The third task of the University is that of direct and immediate service to the people of the State. The fundamental University task of the adjustment of youth to its world is necessarily one by which the State profits most largely years after the University has done what it could; it is only as a given generation comes to middle life and to leadership that its fruits ripen. The benefits to be derived from the University's efforts to advance knowledge, again, may be immediately apparent, or they may not. But it is the essence of this third task that it makes immediately available the resources of the University for the needs of the State as they exist at the moment. The University not only trains men to become in the future teachers, and physicians, and business men; it puts itself at the service of those who are already at work in such callings.

The center of the University's organized effort to perform this task is the University Division of Extension; but the immediate service which the University renders the State is not confined to this. Wherever in the University there exists knowledge and skill that can be of service to the State of North Carolina, that knowledge and skill are at its disposal. More and more each year is the State recognizing this fact, and availing itself of what we have to offer. Members of the faculty are sitting on boards and commissions that are studying questions of great immediate practical importance; they are constantly called upon to serve in advisory and consulting capacities in a wide range of problems, educational, industrial, social and economic; so generally is the worth of such direct service being recognized that one of the papers of the State recently remarked that, if the University did not confer a single degree, it would be worth what it cost North Carolina, on this ground alone.

THE SUMMER SCHOOL

Of the professions which the University serves in an immediate way, that with which it comes into most systematic contact on the largest scale is naturally that of teachers in service. The Summer School, the chief agency of this contact, this summer lengthened its sessions to twelve weeks, enrolling in its two terms approximately 1800, the majority of whom were teachers. The summer session will be of this length from now on, to meet the increased demands of the teaching profession on us. In addition to the Summer School, the University serves the needs of the teaching profession in many ways of immediate and direct advantage; for example, through surveys, extension courses, research, advice, the conduct of a teachers' bureau, coöperation with the State Department of Public Instruction, with the Orange County Board of Education.

SERVICE TO PHYSICIANS

The University's service to practicing physicians is novel, has attracted wide attention, and been markedly successful. This last summer 381 physicians of the State were enrolled in post-graduate lectures and clinics, conducted by specialists for twelve meetings. The State was divided into four districts, into each of which was brought a specialist of repute who arranged a circuit allowing weekly meetings in each of a group of towns. That of the group of busy practitioners enrolled, 324 should have attended at least nine of the twelve meetings speaks volumes for their opinion of the value of the work.

COMMERCE

Service of increasing value to the business and industrial life of the State is being rendered through the School of Commerce. In addition to extension classes taught, advice given, information furnished, I would call attention to the establishment of *North Carolina Commerce and Industry,* a monthly publication concerned with the upbuilding of the industrial life of the State, and managed jointly by the chambers of commerce of the State and the School of Commerce, and the Extension Division. Two numbers have al-

ready appeared, with a circulation of 6500 each, and it is already evident that fine service to this important phase of State life will result.

EXTENSION CLASSES

A development which I desire especially to point out is the amazingly rapid growth of correspondence and extension classes. Students enrolled in such work during the last year numbered approximately 1300, an increase from 157 in 1921! It is evident that, both in the giving of work by correspondence and the conduct of classes at other points than Chapel Hill, the only question is that of how far the University should legitimately go. This year for the first time we have added one man whose sole business is the conduct of extension classes in various centers of the State for teachers; others should be added in this and other fields, but the whole problem as to what principle should govern the University's entry into the field of extension teaching should be carefully studied.

THE DIVISION OF EXTENSION

It is impossible in any brief space to summarize the University's extension work. I must refer you for details to the report of Director Snell, whose devotion and energy have carried the work steadily forward. There is not a single important phase of the life of the State which it does not touch, and to which it does not render distinct service. Its dozen bureaus, dealing with high school debating and athletics, educational service and research, public discussion, community music, community drama, economic and social surveys, municipal information, design and improvement of school grounds, community development, commercial and industrial relations, extension lectures, correspondence and extension teaching, indicate by their names something of the range and scope of the work. To distribute 800,000 copies of a publication like the *News Letter,* to stage a State-wide high school debate involving 250 schools in 92 counties, athletic contests including 185 high schools, to assist 219 women's clubs with regular programs and library service, to loan through the library 4000 books and

pamphlets to women's clubs, and 10,000 to schools, to serve 292 communities through the bureau of community drama, to help in the design of school grounds in 42 communities, to plan playgrounds and their equipment in a number of schools, to maintain a service offering advice to investors that has been largely patronized, to arrange for 124 lectures by members of the faculty in 92 counties, to issue 14 bulletins, to deal with endless letters asking advice and information on all sorts of subjects from Tut-Ankh-Amen to Darwinism,—such are a few of the duties which the Division of Extension has performed during the year.

To sum it all up, the University has put itself at the disposal of the State in a more vigorous and systematic way than ever before. The dream of President Graham of a State-wide campus is being more and more fully realized each year.

IV

Such, then, is the University of North Carolina; such are some of its problems, its responsibilities, and its hopes. Far more complex than the University of a generation ago, it still strives to conserve, and to fuse with the new, the best of its historic traditions. Based on and strengthened by this tradition, it is essentially today a forward-looking institution, confident that its days of greatest usefulness are still to come. The problems which it has to solve, the conditions which it has to meet, are essentially new problems and conditions, just as are those of the State it serves. But in the University, as in the State, the new is after all but the unfolding and the blossoming of the old. For both the day of fulfillment is come, and they press forward confidently side by side; cherishing the past, but with faces turned to the future.

I have tried in what has gone before to tell something of the University's three-fold task; I have spoken of only a few of the many problems and plans

that are ours; if I have shown you that we are not shrinking from the work that is ours to do, that we are building in other ways than by brick and stone, I am content. If our responsibilities are greater than ever, I believe firmly that so is our desire for service and our will to plan intelligently for its accomplishment.

Complex and varied as is the University of today, with its tasks of adjustment, of creation, and of direct service, it has after all one primary purpose about which all its activities cluster, as crystals cluster about a cord dipped into a solution. That purpose, by which it is content that its teaching, its research, and its extension, be measured, is the advancement of the State of North Carolina. I hold that it has striven, and is striving, mightily to that end. My hope, and my pledge to you, is that year by year it shall grow in excellence and in the breadth of service that it renders. It is as the State's chief instrument for its own advancement that you, as trustees, and we, as faculty, must conceive our institution; it is in such terms that together we must plan its future and so, in no small measure, the future of the State.

H. W. CHASE.

Report of the Registrar

To the President of the University:

I beg to submit my report for the year ending November 30, 1923.

The additional registrations during the past session increased the total from 2718 to 2844 as the number for the whole session.

Degrees in course were conferred at Commencement, June 13, 1923, upon 222 persons. Honorary degrees were given to 5 persons, as follows: LL.D. to Messrs. Frank Page, Carter Glass, Walter Parker Stacy, and Julian Shakespeare Carr; D.D. to Mr. Nathan Hunt Daniel Wilson.

In the table below is shown the distribution of degrees in course for the past five years. The numbers for 1919 show the effect of the departure of so many of our students for service in the army and the navy in the World War.

Degrees	1919	1920	1921	1922	1923
A. B.	46	87	91	68	97
S. B. (Technical)	20	29	27	38	24
S. B. (Commerce)	0	0	12	33	27
A. B.-LL.B.	2	1	2	3	2
LL. B.	4	7	3	8	4
Ph. G.	1	9	9	12	25
Ph. C.	1	1	1	2	1
A. M.	7	17	25	25	31
S. M.	1	3	1	2	7
Ph. D.	2	0	2	1	4
Totals	84	154	173	192	222

Beginning with 1920 the number of graduates each year shows a steady increase.

Next is given a table showing for a period of five years the enrollment by schools.

ENROLLMENT BY SCHOOLS

Year	Under-graduates	Graduates	Law	Medicine	Pharm.	Summer School	Ext'n. Work	*Total
1919-'20	1094	40	168	64	59	352	0	1777
1920-'21	1179	73	155	72	68	437	21	2005
1921-'22	1343	65	170	83	72	483	69	2285
1922-'23	1511	99	137	76	95	682	244	2844
Present	1734	95	160	71	108	923	759	3850

Distribution of undergraduates by schools and colleges gives us the following figures for this term:

College of Liberal Arts	813
**School of Education	11

* Including students in the Summer School who were not pursuing courses for college or graduate credit the totals become 2346, 2714, 2882, 3510, and 4421.

** The figure given for the School of Education includes those only who are registered for the degree A.B. in Education. The school enrolls many A.B. students in Junior and Senior years, when courses in Education are chiefly given.

School of Commerce	493
School of Applied Science	254
School of Engineering	157

There is a steady growth in the number of women pursuing courses here. I beg to refer you to the report of Mrs. M. H. Stacy, Adviser to Women. We have adhered closely to the regulations governing the admission of women as students. The total number registered for this term is 79, as compared with 73 last fall. The professional and graduate schools, and the two upper classes claim most of the women students. The few admitted to lower classes are residents of Chapel Hill, admitted under a special ruling in each case, except one who is pursuing the course leading to the degree of Bachelor of Science in Chemistry, a course not offered by a college for women.

In the next table are given figures showing where our Freshmen students were prepared. These figures cover the past four years.

	Number of Schools				Number of Students			
	1920	1921	1922	1923	1920	1921	1922	1923
N. C. Public Schools	138	166	170	175	299	358	453	506
N. C. Private Schools	16	18	21	22	47	71	75	55
Outside Public Schools	16	18	22	43	23	22	29	51
Outside Private Schools	9	20	18	25	34	46	53	60
Colleges and Universities	12	9	16	11	24	16	25	14

Or, stating the facts in another way, the public schools of North Carolina have prepared our Freshman classes as follows: In 1920, 70 per cent; in 1921, 69.8 per cent; in 1922, 71.3 per cent, and this year 73.7 per cent. A large increase is shown in the number prepared in the public schools of other states. Please note below the decided increase in the number of students from other states.

The enrollment of Freshmen in the different courses for the past five years is given next.

Year	A.B.	S.B.1	S.B.2	S.B.3	S.B.4	S.B.5	S.B. Comm.	Pre-Med.	Special
1919	184	19	44	19	29	8	60	70	9
1920	168	16	41	9	28	3	102	60	9
1921	198	13	41	21	27	2	146	72	14
1922	277	10	37	33	19	10	155	87	13
1923	321	12	29	24	23	2	196	80	21

Expressed in another way, we have the following figures by schools:

Year	Liberal Arts Per Cent	Applied Science Per Cent	Engineering Per Cent	Commerce Per Cent
1919	43	28	14	13
1920	39	23	12	24
1921	37	21	12	28
1922	43	20	11	24
1923	45.3	16.5	7.5	27.7

The special students are omitted in this proportionate arrangement.

Considering the student body as a whole again we find that 90.7 per cent are from North Carolina, and 9.3 per cent are from outside the State, South Carolina, Virginia, Georgia, Florida, and New York sending the largest numbers of representatives. Last year North Carolina furnished a little more than 92 per cent.

We have students this term from ninety-seven of the one hundred counties of North Carolina; Clay, Graham, and Mitchell, all in the extreme western part of the State, alone having no representatives. Guilford leads with 123 students, followed by Orange with 112, Buncombe with 109, and Mecklenburg with 101. Wake sends 78, Forsyth 57, Rowan 53, Rockingham 49, Wayne, 46, Durham 45, Randolph 33, Lenoir, Robeson, and Wilson 32 each, Craven, Gaston, and Nash 29 each, Alamance 28, Vance 27, Pitt and Edgecombe 25 each.

Different religious bodies are represented in the following numbers: Methodist 699, Baptist 565, Presbyterian 357, Episcopal 239, Christian 67, Lutheran 47, Jewish 37, Roman Catholic 26, Moravian 15, Congregational 9, Friends 7, Christian Science 3, Adventist 2, Holiness 1, Universalist 1, and without preferance stated 56.

Dividing the student body into groups on the basis of the business or profession of the father of each, we have the following figures: Farmers 519, Merchants 295, Physicians and Surgeons 89, Real Estate and Insurance 89, Lawyers 86, Railroad Employees 72, Ministers 70, Salesmen 64, Manufacturers 62, Contractors 55, Education 44, Bankers 38, Retired 35, Lumbermen 33, Druggists 28, Civil Service 25, Miscellaneous work 25, Tobacconists 24, Wholesale Grocers 20, Cotton Mill Employees 20, Machinists 19, Hotel and Restaurant Managers 17, Newspapermen 15, Textile Workers 14, Automobile Dealers 13, Dentists 13, Live Stock Dealers 12, Clerks 11, Accountants 11, Furniture Dealers 11, Cotton Brokers 10; and with numbers less than ten: Garage Owners, Fishermen, Jewelers, Brokers, Oil Mill Jobbers, Civil, Mechanical and Chemical Engineers, Judges, Bishops, Auditors, Missionaries, Barbers, Masons, Ranchers, Dairymen, Telegraph Operators, Amusement Managers, Congressmen, Optometrists, Building and Loan Managers, Architects.

As in the past few years we have made a study of the grades of students for the session which ended in June.

Averages for the whole session of the whole undergraduate group, the different undergraduate schools, and various groups of students are given below:

Year	Freshmen	Upper Classes	Fraternity Members
1919-'20	3.88	3.43	3.64
1920-'21	3.71	3.31	3.49
1921-'22	3.89	3.37	3.44
1922-'23	3.77	3.30	3.39

A gradual but distinct improvement in all except the Freshmen is seen from these figures, the average grade of the members of fraternities having improved exactly 25 points, and that of the upper classes as a whole 13

points. We have continued the practice of averaging the grades of members of each fraternity each quarter and for the session. Lists showing these averages, and the standing of each fraternity as compared with the others, are made after the final examinations of each quarter and furnished to the different fraternities and other interested persons. It has been found that such notices stimulate the groups whose records are poor, and spur on to still better results those who are doing well.

Next are given the average grades for the session of the whole undergraduate group and of the different schools.

	1919-'20	1920-'21	1921-'22	1922-'23
Whole Undergraduate Group	3.61	3.46	3.59	3.42
College of Liberal Arts	3.49	3.30	3.42	3.41
Applied Science and Engineering	3.52	3.30	3.30	3.01
School of Commerce	3.86	3.80	3.80	3.72
Premedical (including S. B. Med.)	3.86	3.81	3.68	3.73

OTHER INTERESTING GROUPS FOLLOW

	1919-'20	1920-'21	1921-'22	1922-'23
The Student Council	2.72	3.15	2.76	3.75
The Campus Cabinet	3.69	3.24	2.80	3.52
U. N. C. Women's Association	2.89	2.83	2.31	2.62
Yackety Yack Board	2.80	3.01	3.11	2.68
University Magazine Board	2.40	2.70	2.63	2.66
Tar Heel Board	2.73	3.20	2.88	2.87
The Y. M. C. A. Cabinet	3.24	2.93	2.80	3.07
Musical Clubs (combined)	3.50	3.04	3.33	3.23
Pan-Hellenic Council	2.86	3.57	3.27	3.05
Phi Beta Kappa Chapter	2.04	2.41	1.57	1.57
The Golden Fleece	2.31	2.25	2.96	2.43
Amphoterothen	2.58	2.64	2.20	2.69
Omega Delta	2.87	2.94	2.97	2.91
Tau Kappa Alpha	1.91	2.00	2.08	2.49
Gimghoul	2.87	3.67	3.27	3.11
Gorgon's Head	3.46	2.97	3.20	3.10
Minotaurs	4.40	3.97	3.98	3.91
Sheiks	------	3.74	3.44	2.97
Order of the Grail	------	3.36	2.81	3.16

Fifteen years ago, in September, 1908, the duties of Registrar of the University were given to me as an addition to my work as Associate Professor of Latin. No decrease in the amount of my teaching was made, since it was felt that the additional work would not be sufficiently burdensome to necessitate such action. This arrangement was continued until 1915, when the work of the office had increased to such an extent that it seemed necessary to give my whole time to it. A part time assistant was also employed to keep a record of absences. In September 1919 Miss Josephine Pritchard began her work as clerk, and in July 1920 Dr. G. K. G. Henry began as part time assistant. Since the summer of 1922 we have used his full time as Assistant Registrar. Since the fall of 1922 we have shared with the President's office the services of a stenographer and typist. This sketch gives an insight into the growth of the office on the side of personnel.

In 1909, following my first year of service in the office, for the first time there appeared in the Annual Report of the President a report of the Registrar. In former years the Dean of the University had included in his report material similar to what was given in my first report.

A few comparisons will show at a glance the growth of the institution during this period of fifteen years.

	1908	1923
Baccalaureate degrees in the Academic Department	57	134
Total degrees in course	90	222
Undergraduate Students	509	1734
Graduate Students	25	95
Students of Law	83	160
Students of Medicine	*112	71
Students of Pharmacy	43	108

* This number includes 26 students pursuing the work of the third and fourth years in Raleigh.

Everywhere except in the School of Medicine we see a striking increase. In that School no increase is possible until the facilities for instruction, in the way of building and equipment, are increased. This growth alone is sufficient to account for the growth in the office force noted above.

There has been, however, another sort of growth from within that is still more striking. In 1920 a study was made by the Registrar of the University of Illinois, and presented at the meeting of the American Association of Collegiate Registrars held in the City of Washington. A part of this study was a comparison of the duties and functions of the Registrars of a selected group of institutions, taking the years 1909-'10 and 1919-'20 for purposes of comparison. This institution was included. The duties and functions of the office were assigned weights from 1 to 10 according to his ideas of their relative importance and the time required to carry them out. By his scale of weights the office of the Registrar here had grown in the period from 1910 to 1920 from 46 points to 104 points, and its present rating would be 135 points. As an institution grows in numbers, there arises the necessity for continued increases in the various administrative offices to care for the duties that already have been in existence, and to carry forward along newly developed lines an ever increasing work for the good of the institution.

THOS. J. WILSON, JR., Registrar.

Report of the Dean of Students

To the President of the University:

I submit the report of this office for the year ending November 30th, as follows: first, those campus events affecting or expressing student life, activities, and standards; second, the specific activities of this office; third, a definition of the function of this office as related to the University; and finally, recommendations.

I. Campus Events

Student Government

Last spring the Student Council took more definite action in the matter of drinking than at any time since the war. The result is that the campus understands the Council's policy this year and has offered less occasion for disciplinary action. There was a time when it was by no means certain that student government would take a definite stand against drinking. That time seems past and it remains now merely to carry on and make more effective the decision already taken.

This fall the Council dismissed several of the most prominent sophomores for hazing. The tendency to haze is always present under the surface. During the last few years it has gradually become more bold until this term it came out in the open in definite form. The Council under able leadership took prompt and drastic action, which will probably be effective for several years.

This year's Council under the leadership of its president has shown fine tact. Faced with a student demand for expansion of the Council's powers by further faculty grant of power, President Allsbrook has set himself to the slow accomplishment of that end not by agitation but by consistent work to demonstrate the Council's fitness. There has been this year more coöperation between the Council and the Executive Committee of the Faculty than at any time in recent years.

Social Life

Although the last few years had seen a slow but steady improvement in the standard of the Carolina Dances, the dances given in the late spring by the Owl Club and the Satyrs were attended by much drinking and were characterized by poor organization and a general irresponsibility. Your demand that the German Club clean up resulted in raising standards and in several supervisory changes. You appointed a faculty committee of three to see that your demands were complied with. The German Club accepted full responsibility for all dances given on the Hill and appointed a special committee to exercise that responsibility. Anyone failing to comply with the German Club rules was to be denied the privilege of attending University Dances for a year. Any organization giving a dance must be

responsible to the German Club for its standards, get proper permission to have the dance and secure accredited chaperones. The ladies of the community were organized into an official board of chaperones and members of that board were assigned as the official chaperones of each dance. The ladies of the community who were to have girls attending the dances boarding in their homes were made members of this board and given authority to send home any young lady who refused to comply with the rules governing their conduct. The Commencement Dances and the Fall Dances have been held under this plan and universal comment has been that they were thoroughly creditable performances. The University has received from two other states inquiries concerning the methods used in this matter. The German Club has complied with the demands made upon it in thoroughgoing and effective fashion.

The University has made a revolutionary change in its fraternity policy by the abolition of the one-year rule and the inauguration of the pledge system. This year fraternity rushing is to be concluded before the first quarter's examinations, instead of lasting the whole year. The Board of Trustees, in voting on the Pan-Hellenic petition for a change in rules, abolished all its own regulations leaving the matter of fraternity government entirely in the hands of the faculty. This would indicate an era of good feeling. The fraternities on their part are expanding both in number and size. The Pan-Hellenic Council has announced a policy of encouraging the formation of more fraternities. The new homes are built larger. In one chapter house there is a dining-room and a house-mother. In general the emphasis is shifting to some degree from social life to home life. In the larger university to which we are so rapidly moving the fraternities can be valuable elements in our life, making for more individual contacts, for easier coördination, for more adequate housing and social opportunity, and it may well be for higher standards of education and citizenship.

Publications

Since my last report the Publications Union, mentioned in it as organized, has become operative. A blanket fee of $5.50, in force only two years unless revoted, gives each student the three publications which formerly cost $9.50. It is too early to say what effect this measure will have on the standards of the publications involved. However, there is a general feeling of confidence in their financial management that is certainly the result of this reorganization. Present conditions would seem to indicate that at the end of this year the Union will have a cash balance with which to begin operation in the fall, an advantage which has never been possessed before. An expert in student publications who visited the campus recently said that this plan of pooling and supervision had by one step placed the University's student publications ten years ahead of any others in the south and on an equality with the best in the country.

My optimism of last year regarding the *Boll Weevil* has proved unfounded. The manager of the publication has been refused admission

to the University on the grounds of dishonest business practices and the students on his staff have been required to resign. It would seem to be only a question of time before the *Boll Weevil* will follow its predecessor, the *Tar Baby.* The students should have a comic, but bitter experience clearly shows that it is unsafe for any students to publish a periodical without adequate student or faculty backing and supervision.

Religious Life

During this past year the Young Men's Christian Association has risen to the challenge of University growth with an "Expansion Program" which involves increased University and student financial support, doubled personnel, and a greatly multiplied activity with especial emphasis on service to the self-help student, deputation teams for "Come Clean" campaigns in the high schools, and student attendance at the Blue Ridge Conference, where for two years this institution has had the genuine distinction of the largest delegation of the entire south.

II. The Work of This Office

Inspection Trip

The year which this report covers began with an inspection trip in the course of which I made personal study of the work of similar offices at the Universities of Iowa, Illinois, Yale, Columbia and Dartmouth College. This was most profitable and I will recur in the discussion of the proper function of this office to the most important results of this stimulating comparison.

Work With Freshmen

The work with freshmen, described in such detail in the last report, has been continued this year with a few modifications. The number of instructors volunteering to act as counselors has increased from fifty to more than eighty. The assignment of freshmen to counselors was made later this year in order to give as many men as possible to counselors who were also their instructors. Where this was impossible the assignments have been made according to the student's expressed preference for certain courses and activities.

The "mental-alertness test" has been given this year in the fall, instead of in the winter as was done last year. Its results have been strikingly like those of last year and have been more useful because available earlier.

Chapel

Chapel has been continued this year on the same basis as last and has been successful and helpful in unifying our life and in presenting matters of general importance to the student-body.

The Student Life and Activities Committee

It is as chairman of the Faculty Committee on Student Life and Activities that the Dean of Students is the supervisor of student activities in

so far as the University exercises such supervision. I include, therefore, under this head some of the activities of this office in which the committee as a whole has not actively participated.

This committee has held during the past fall fortnightly meetings with the following student leaders: President of the Student-body, presidents of the Literary Societies, the senior class, the Y. M. C. A., the Campus Cabinet, the Dormitory Association, the Debate Council, the Publications Union, the Women's Association, the Pan-Hellenic Council, the editors of the *Magazine* and the *Tar Heel,* and the Cheer Leader. These meetings have been given over to the discussion of such matters as the *Boll Weevil* case, the expansion of student government to meet future needs, the method of handling the crowd at the Virginia game, and the year's program of the various student activities represented. The general purpose of the plan has been to coördinate and inform members of the administration, both student and faculty, and to furnish an opportunity for the free interchange of information and viewpoint between the various student leaders and faculty members interested in student life and activities. I believe the result has been worth while.

The beginnings of dormitory organization made last year have been continued with the result that every dormitory is now organized, has permanent officers, and sends its officers as delegates to a monthly supper of the Carolina Dormitory Club, which has so far sponsored an extensive intra-mural program and has made for good order by recommending to the member dormitories a rule to eliminate the playing of musical instruments after a certain hour at night, a rule which all have adopted. In all this work Mr. John R. Purser, Jr., a member of the senior class who gives half time to this office this year, has been most enthusiastic and successful. He has organized an Intra-mural Athletic Department which has put on a cross country race, an inter-dormitory push-ball elimination contest, and an inter-dormitory and fraternity tag-football league. These three sports have elicited the participation this fall of over seven hundred men of whom over four hundred were members of the three upper classes. When the number of students on the varsity and freshman squads are added it is apparent that we have this year, for the first time, provided facilities for more than half the entire student-body to take part in some form of sport. It is already evident that this program has begun the accomplishment of another purpose, that of awakening dormitory *esprit de corps,* which is the first step in making possible some form of dormitory self-government, a necessity in the larger university. It is also possible to see by this time that this form of intra-mural program is to be increasingly popular with the students. If the necessary facilities and personnel be provided I believe we can extend athletic privileges to the average student without any such revolutionary change of policy as has been occasionally advocated to offset the concentration of funds and attention on "a hand full of super athletes." I believe that the technique of keeping fit while leading a sedentary life is a legitimate part of the collegiate teaching program. We have been so recently a frontier civilization where a man's work took

care of his exercise problem that the tendency is to ignore the necessity for a general participation in sports extended well into and beyond middle age. The present generation of college students will live under changed conditions and should have constantly set before them the ideal of physical fitness and should be drilled in the habit, not of spectator-ship, but of active participation in wholesome sports. For this reason, I think that the intramural program begun this year should be extended just as rapidly as student interest will follow.

The dormitory phones installed this fall as an experiment have been of invaluable aid to this office in its necessity for daily communication with dormitory officers and the managers of the various dormitory teams. They have also relieved the Y. M. C. A. of the tremendous task of locating men for long distance calls and have sped up the long distance service. Toll receipts show that there have been about two hundred and fifty long distance calls on these phones during the first six weeks of their operation. In spite of the five cent charge for out-going local calls this use was made of the phones more than a hundred and twenty times during this same short period. There is no way of knowing the number of incoming local calls. There have been a minimum of three a day from this office alone, the Y. M. C. A. reports a minimum of about six, and Western Union about the same. Central office reports that many calls come into the dormitory phones from the community and the University offices but not many go out. That would indicate that the hundred and twenty out-going calls for which tolls were paid during the first six weeks were many times outnumbered by the incoming calls for which it is not possible to obtain any record.

Dances

This office has been concerned with the reorganizing of the dance supervision program to which reference has already been made. The German Club rules require that permission for all dances during the year, except the formal dances with standing dates, be obtained from this office ten days before the projected date and that three members of the sponsoring organization be named who shall be responsible for the standards of the dance. The chaperones are to be approved at this same time. This has been carried out during this past quarter.

Bureau of Vocational Information

The Committee on Vocational Information appointed last spring, consisting of representatives from the College of Arts, the schools of Commerce, Public Welfare, Education, the Department of Psychology, the Y. M. C. A., and this office, has established a Bureau of Vocational Information as part of the Office of Dean of Students. This Bureau is in the charge of a graduate student in the department of psychology, Mr. T. A. Whitener. Mr. Whitener is a graduate of the University of Georgia and made a special study of the technique of vocational guidance last summer under Dr. J. M. Brewer of Harvard University.

The fall quarter has been devoted to the following program:

1. Use of a supplementary matriculation card which shows a student's preferred studies, vocational choices, vocational experience, self-help status, father's occupation, parents' education, and extra-curricular experience and interest.

2. Preliminary analysis of the facts on the card according to the following outline:

a. Number choosing each vocation.
b. Number of vocations chosen.
c. Names and courses of those signifying no vocational choice at all.
d. Names, courses, and choices of occupation of those whose registration was apparently inconsistent.
e. Relations between father's and son's vocation.
f. Proportion of self-help students choosing each vocation.
g. Those in each vocation who had earned money at it.
h. Relation between vocational choice and preferred studies.
i. Proportion of sons of college trained parents in each vocation.

3. Arranged with the University Library for the organization and display of a shelf of two hundred books on the general subject of vocational choice and on the various vocations of interest to college students.

4. Collected from a hundred and fifty colleges, universities, bureaus, and organizations information regarding work in this field, bibliographies, publications describing their work, suggestions, and general information.

5. Wrote thirty-six publishing houses for book lists on vocations and vocational information.

6. Canvassed leaders in various fields of work for information regarding nature, opportunities, and requirements of their various fields.

7. Analyzed the intelligence tests of the freshman class by vocational groups.

8. Began the preparation of a pamphlet which will give information regarding the vocational opportunities which are open to students in the various schools and departments of the University.

9. Held conferences with some thirty-odd freshmen whose registration and expressed vocational preference were apparently inconsistent.

The purpose of the bureau is "to furnish interested students such information concerning vocational opportunity as will enable them to make intelligent decisions." Its general policy will be to stand for the most mature consideration of the factors involved and for broad and thorough training before entering upon special training for the vocation so chosen. This quarter has been given over to preparation for this work. As yet no general announcement of the bureau has been made to the students and no information or advice has been given, in spite of a growing demand for it among students and parents. We plan to stress information rather than advice and to go only as far as the facts in hand may justify.

Mr. Whitener will devote part of his graduate work to study, under Dr. Allport's direction, of the "vocational tests" now in use. However, this aspect of the work will be done in a purely experimental spirit and the work of the Bureau of Vocational Research under the control of the Department of Psychology is to be distinct in purpose as well as in formal organization.

While there will always be much vocational guidance work to be done in colleges and universities the major need for it will lie in the field of secondary education. This has already been demonstrated in the city school systems of other sections of the country. In order to enable the secondary school system of this State to do this work we have begun the preparation of an extension pamphlet on vocational guidance. This publication will describe the function and methods of such work in the public school and set forth the services that the University is now in position to render in helping to undertake such a program.

Student Employment

The Committee on Student Employment made this fall a radical change in the method of handling assignments to Swain Hall waiterships. Instead of basing assignments on a personal interview at the opening of school we considered the applications closed the last of August and awarded half of the positions to freshmen on the basis of certain key facts shown on the application blanks and obtained by correspondence with University alumni who knew the applicants and the financial condition of their families. The other half of the waiterships were assigned to men who had worked in the Hall last year on the basis of the recommendation of the head waiter in charge. In this way we avoided the injustice of throwing out of work many men who had given perfect satisfaction for a year or more and still stood in need of the work and prevented the feeling of injustice which some men have felt in the past when they were allowed to come to the University confident that they had been promised a position, only to find that their confidence had been based on misinformation. The many self-help students who cannot find employment in Swain Hall have been assisted by the self-help department of the Y. M. C. A., which has broadened its service with a statesman-like wisdom, increasing its staff, corresponding with all applicants before their arrival, and publishing a pamphlet on the opportunities here and the demands which the self-help student should equip himself to meet. I believe something like a third of the present student-body are partially dependent upon their own efforts for support. The Y. M. C. A.'s service to these men and to the University and State constitutes a splendid contribution to the democratization of educational opportunity.

Student Loans

For the quarter just past this office has been charged with the responsibility of judging the need and worthiness of applicants for loans from the general loan funds. There has been printed a new and more complete

set of instructions for the use of those students interested. The regulations governing the use of the funds have been revised in terms of the quarter system and the increased expensiveness of such things as room rent and registration fees. The University auditor has taken over the work of collecting and the forms used and records kept have been changed so as to facilitate a more systematic collecting procedure.

Growth of the Office

One of the most important and satisfying features of this last quarter's work has been the expansion of the space, equipment, and personnel devoted to this work. Work was begun four years ago without a budget, a letter-file, any assistance, or even a telephone. During the past three years the scope of the work as purposed has grown and at the same time the student-body has become eight hundred larger. We have been fortunate in the face of this double necessity for rapid organization to find efficient and devoted workers. The program of work which has been described in this report would have been impossible had those who have helped in its accomplishment been otherwise. Without this increase in space and personnel it would not have been possible for this office to handle the more than nine hundred callers who have come to it during the quarter just past.

III. The Function of the Office of Dean of Students

In obedience to your instructions that the report of administrative officers this year set forth the functions of their respective units, I submit the following definition of the purposes of this office, as seem at this time clear:

Origins

The office of dean of students, variously called dean of men, associate dean, director of personnel, student advisor, or dean of student affairs, originated in the western universities as early as nineteen hundred. It has slowly found acceptance in all sections of the country until now there is a national association of these officials which includes over thirty members, of which three are from the south. The origin of the office has been as varied as its name. The first of the tribe dealt with "constructive discipline" and began work on an incorrigible personally committed to his care by the president of the institution. The office here was first established to regenerate the tradition of student self-government broken by the war and military organization. The same step was taken at Yale a year later as a part of the general post-war reorganization program. Georgia School of Technology adopted it as a tool to improve the assimilation of the increasingly large freshman classes. Dartmouth and Northwestern have instituted the office as a modern device for educational and vocational guidance, an adaptation in part of what is known in industry as the personnel officer. At other institutions the prime motive in the appointment of this sort of administrative officer has been to find some agency for the effective control of the various and sometimes embarrassing student activities.

Typical Functions

In spite of such differences in origin and name the office tends to embrace everywhere certain typical functions and the immediate purpose which led to establishment gradually broadens out to include others which have been first expressed elsewhere. The opportunity which you gave me this year to visit other institutions was used to inspect those offices which most widely differed in their program. The results of this inspection convince me that everywhere there is developing gradually a typical program which includes three primary elements as follows:

1. Supervision: In some places of individual students as well as of student groups and activities. In general, however, the dean of students has withdrawn from the judicial agency of the institution and has been interested in discipline from the preventive and salvage point of view. This is true of all those institutions which have established the office within the last ten years.
2. Coördination: The cognate officer in military organization was called the morale officer. The complexity of life in the larger educational institutions has called for some official unidentified with any special group or interest, either university or student, who shall endeavor to relate all these parts of the institution to each other for the good of the whole. The rapid growth of the past five years demands conscious efforts to preserve the unity of the campus.
3. Personnel Work: The methods of large-scale education need supplementing by some agency concerned only with individuals and their needs. The elaborately varied opportunities, both curricular and extra-curricular, placed before the immature student make it advisable to organize facilities for advice to those who may need and desire it. The type of student and his preparation for university life have changed. The public school graduate of this generation is not so well fitted for life away from home as was his private school predecessor. The university has had to recognize that it is in some measure *in loco parentis* so far as the average undergraduate is concerned.

The Program of This Office

Although the work of this office for the year just past has been fully reported in the preceding section it may be helpful to outline it in terms of the typical program just described. It has so happened that interest in some of the discussed questions of educational policy has led me within the last few years to undertake an investigation of the workings of the educational process that will not fit in under any of the three heads noted above, although such study is helpful to the accomplishment of all. I find it nec-

essary, therefore, to list my work under four heads, the last of which is, I suppose, most appropriately called Investigation, since it is not of sufficient importance to dignify it with the name of Research. The outline is as follows:

I. Personnel Work. ("Successful personnel administration consists in making effective and satisfying adjustments between men and their work.")*

a. Advice to freshmen.
   1. Faculty Counselor System.
   2. Freshman Chapel.
   3. Correspondence with parents.

b. Chairman Faculty Committee on Vocational Information. Bureau of Vocational Information.

c. Chairman Faculty Committee on Student Employment.

d. Administrator of Student Loan Funds.

e. Reference of individuals to Personnel Research Bureau for mental hygiene examination.

II. Supervision. ("The building up of higher standards of student self control is also the main function of University Deans of Men and Deans of Women. In order to accomplish this purpose these officials are charged with various duties and responsibilities by the college administration, but in general their functions are to develop student government rather than remove responsibility from students.")**

a. Chairman Faculty Committee on Student Life and Activities.
   1. Fortnightly meeting of student leaders.
   2. Dormitory organization and the Department of Intramural Sports.

b. Chairman Faculty Committee on Dances.

c. Member Faculty Committee on Fraternities.

III. Coördination.

a. General Chapel.

b. Chairman of Committee on the "All-University Program."

c. Chairman of Committee on publication of the University Bulletin.

IV. Investigation.

a. General study of the Class of 1926 from the family and preparatory school background on through the University and then as long after graduation as possible and profitable, with especial emphasis upon outstanding successes and failures as related to home influences, preparatory school record, curricular and extra-curricular, activities, intelligence quotient, self-help status, attendance and health record, etc.

---

* *Journal of Personnel Research*, Vol. II, No. 6.

** Report of Dean Kelly, Dean of University Administration, University of Kansas after an extensive nation-wide investigation of educational procedure made upon the Commonwealth Fund program of study.

b. Relation between early collegiate success and high school training as shown by high school grades and fall term "x" reports and grades.

c. Analysis of cases of students who fail to complete their course in terms of intelligence quotient, sick report, parents' explanation, room-mate's and class-mates' explanations, grades, and attendance records.

d. Analysis of cases of disciplinary suspensions in terms of grades, intelligence quotients, and attendance records.

Fundamental Purposes of Program

The purposes underlying this program are, as I see it, two. The first is that expressed in the quotation from Dean Kelly under the second heading above, to build up higher standards of student life and student self control. This was the purpose that first lead to the establishment of the office. The second goal was well expressed by the president of a great western state university when he created the office, or rather the title, and appointed its first incumbent with the statement, "I want you to so focus the educational resources of this institution that no individual will go away from it a failure until every possible effort has been made to make him a success." These are two great, supplementary, and exacting aims. Judged by them we have only made a beginning.

Administrative Relationships

This office, as I conceive it, is the representative of the President in dealing with student life and activities and the channel through which his policies with regard to the campus are executed. It is an inter-school agency in dealing with those educational concerns of students that are not limited by school or college lines and should be used by the deans of the various schools to get at general conditions making for good scholastic work and to obtain information pertaining to the personal and campus life of individual students. It should be of assistance to the deans of the schools in reënforcing, on their request, their efforts to salvage delinquents. Because the office of dean of students is in some senses outside machinery of discipline and administration it can serve in an advisory capacity to other administrative offices regarding general conditions and individual cases. Because it should work for educational effectiveness in the overlooked places and because it can well serve as a coördinating agency it should have free access to information in regard to student work and life as recorded in all the various offices.

Its Relation to the University Program

It would seem that this office is peculiarly well equipped in its program and purpose to assist the University in meeting two definite demands that are being made upon state universities with increasing clearness; that the

character as well as the mind of the undergraduate be the object of educational thought and procedure, and that the individual get individual care and consideration as well as standardized instruction.

IV. Recommendations

The following recommendations are respectfully submitted:

I. The establishment of a Pre-Dental course. There were last year nearly two hundred North Carolina boys enrolled in dental schools. There are this year seventeen men in the freshman class who are planning more or less definitely to take that course. Many of the best dental schools are now requiring a year of collegiate work for entrance and all of them will have to do this by 1926. While it may not be expedient for the State to establish a dental school it should at least be made possible and convenient for its sons to receive all possible preliminary training without the expense of leaving the State. I believe the offering of a group of courses only slightly different from the present pre-medical course will fill a genuine need.

More detailed recommendations to this effect are transmitted herewith.

II. The establishment of a Pre-Architectural Course. I have found in this present freshman class seven men who have decided definitely to become architects. Although the architectural schools do not require any preliminary college work, much of the first year is devoted to non-architectural subjects for which equivalent credits from this institution would be acceptable. For instance, the University of Pennsylvania lists eighteen of the twenty-six units of its first year as non-architectural. These consist generally of English, French, Mathematics, and General History, all of which are in our present curriculum. If we could add Architectural History and Free Hand Drawing we could give such students as we have here this year a very decided advantage by a year's preliminary work here at home. Additional data is attached.

III. A Housing Bureau. The fact that an excess of roomers over rooms makes for a lowering of values and a raising of rents and the further fact that most of our students have not had enough experience as renters to know their rights or duties as such create a necessity for some survey of housing conditions off the campus, and possibly the formulation of a standard form of contract and the publication of a recommended list.

IV. A Placement Bureau. As soon as possible I think that both graduates and undergraduates of the University should have the services of a central bureau through which they might come in touch with positions open and advisable for men of their training. A number of inquiries from both students and employers makes me think there is some urgency in this need. While this need is already met for professional students to some extent by their respective schools, the experience of other institutions would indicate that the most effective form of organization is the centralized office.

V. Meetings of Freshman Instructors. While it may not be possible for this institution to standardize its freshman instruction and place all new

men in the college of arts for a year, I believe that we could improve our instruction of these men by periodical meetings of all those instructors teaching freshmen. There might be created by this means a spiritual, if not formal, freshman faculty. To a certain extent the problems are common to each of the four groups dealing with freshmen and I believe that each group of instructors would have something to contribute to the motives and technique of the whole world.

VI. The problems of student health, students morale, physical education, and general education are so intertwined that they demand some sort of administrative coördination that will make possible the focusing of the departments charged with these several functions toward a unified program, and an interchange of information between the offices keeping these various sorts of records, to the end that each shall see its field in relation to the whole. I am not clear as to just what steps might be taken. At least a periodical meeting of the various officials concerned might be profitable. A sister institution, for instance, has found that such coördinated work has reduced educational delinquencies by half.

In the earnest hope that your confidence and support have been in some measure justified this report is respectfully submitted.

FRANCIS F. BRADSHAW, Dean of Students.

Report of the Advisor to Women

To the President of the University:

I have the honor of presenting to you my report for the year 1922-23.

Eighty one women students registered during the college year. The registration for the present fall quarter shows seventy-nine women students classified as follows:

Graduates	14
Seniors	13
Juniors	13
Sophomores	9
Freshmen	7
Special Students	20
Law	2
Pharmacy	1
Total	79

The requirements for admission have been met satisfactorily except in the case of one or two students whose families have moved into Chapel Hill and established residence for the school year in order to place freshmen or sophomore daughters in the University. This practice, should it grow, may lead to trouble, if the University is to continue its policy, which admits to freshmen and sophomore classes only those girls who are *bona fide* residents of Chapel Hill.

Campus activities for women students are not as yet multifarious; interest is centered largely in the Woman's Student Government Association, and in two fraternities which have come into existence this last year. The Woman's Student Government Association is the former Woman's Association revised and improved. All women students with registration become, *ipso facto,* members of this Association. The purpose of the organization is two-fold: the government of women students and the promotion of their activities on the campus. The executive body is composed of a president, elected at large; a vice-president, who is a representative of the senior class; a secretary, representing the junior class; a treasurer, from special, graduate, or professional students; and the house president. This executive body forms the Student Council vested with disciplinary power. The Association as it now exists promises to function much more effectively and satisfactorily than it has in the past.

Since last year, the local fraternities of Beta Alpha Phi and Lambda Tau have become affiliated with the national Pi Beta Phi and Chi Omega Fraternities respectively. The second local fraternity, Lambda Tau, received national recognition in January 1923; and Beta Alpha Phi became Pi Beta Phi in September, 1923. The existence of women's fraternities on

the campus is too new for any discussion as to influence or desirability. The students involved feel keenly that fraternities will do much to make college life what it should be. The future will tell the story.

The women students, though they enter enthusiastically into college life and those activities open to them, maintain as their chief interest regular college work. There has been no reason for serious concern over their scholarship. The general average grade for the year was 2.62. About the usual number of students appeared on the roll of honor. Miss Madge Kennett was awarded the Mildred W. Buchan Scholarship in Philosophy; Mrs. Julia Cherry Spruill won the William J. Bryan Prize in Political Science; Miss Annie Virginia Duncan was the only recipient of honors in Language and Literature. Misses Jane Bingham Toy, May Belle Penn, and Annie V. Duncan were elected to membership in the Phi Beta Kappa Society.

Some changes have been made, since the report of last year, both in dormitory management and in rest room and office arrangement on the campus. Mrs. Clark has succeeded Mrs. Russell as Social Director of the Women's Dormitory. The selection of Mrs. Clark is a very fortunate one. The position which she occupies is in no sense an easy one; her duties range from most detailed housekeeping problems to those which her title implies. On account of this wide range of duties, she does not have the time that she would like to devote to the social direction of the students in the dormitory, and especially to the new girls, who, as a rule, find difficulty in adjusting themselves to their new environment. They need instruction and advice from every possible source in order to interpret accurately and profitably the real life of the campus. Mrs. Clark has a way of dealing firmly but tactfully and has won the respect, confidence and admiration of the students.

The Roberson House is used this year as a dormitory for graduate students. Such an arrangement has two advantages: first, the employment of a chaperone for this annex becomes unnecessary; and second, the separation from the undergraduates leaves the group undisturbed for more concentrated work, and free for cultivation of friendships among those with similar interests.

The large room in Peabody Building, which has heretofore been used for assembly room, for rest room for town students as well as Adviser's office, has been converted into two recitation rooms. The Association now holds its meetings in the Roberson House, the students find a small rest room in each of the two new buildings, and the Adviser to Women has a comfortable office on the first floor of the Library. The spacious room in Peabody Building has been greatly missed as a place for assembly and a centre for recreation; but for all other purposes, the present arrangement is an improvement.

It may be worth while to take some space in this report to record an event of outstanding importance and interest to the Deans and Advisers of Women and Girls in the State. So complex and undetermined is the

function of the office of deans and advisers that they have been feeling a real need for some sort of organization for the purpose of standardizing the work, for "the study of problems common to all deans of women and the dissemination of information valuable in the solution of these problems," and lastly, for "fostering a spirit of unity and coöperation among deans of women." In an effort to meet this need, a group of six women met in Chapel Hill last December first and second, and organized the North Carolina Association of Deans and Advisers of Women and Girls. The second meeting of the Association, with a membership grown to more than thirty, was held in Greensboro at the North Carolina College for Women on November twentieth and twenty first of this year. The occasion was a success, and the organization promises to be of real help and inspiration to those who are attempting to help girls live in this greater freedom and maintain high ideals.

The above report of the organization of the North Carolina Association leads naturally to the first recommendation to be made. The Association is much interested in seeing in every high school and educational institution in the State, as dean of women or girls, a competent and thoroughly trained woman who will begin early to connect the girls with what is best in a community, to teach them the proper use of leisure time, to raise their standard of manhood and womanhood and to send them out and on to college with a goal toward which to work. To interest young women in this field of work and to train them, there should be given somewhere in the State a course of study for Deans and Advisers of Girls. The women of the North Carolina Association of Deans and Advisers feel that the University of North Carolina should offer such a course during the summer session. At Columbia University the School of Education includes this course in the summer program; and the course is a popular one. May a request be entered that the University of North Carolina consider the need of such a step and offer in the Summer School a course of instruction to Deans and Advisers of Girls?

At a meeting of the Building Committee of the University last March, an appropriation of $100,000 was made for the erection of a Woman's Building. This appropriation was received with gratitude by the women students and their friends in spite of the realization that it will be exceedingly difficult to get for that amount a building which is to be a dining hall, a gymnasium, and a general activities centre, as well as a dormitory and home for students and social director. But it is hoped that a satisfactory plan may develop. The temporary dormitory is full in this, the first quarter of the year. Already applications are coming in for the winter quarter, and there is absolutely no room. The building is just a year older; conditions have not improved. It is earnestly recommended and begged that the Woman's Building be erected as soon as possible.

Respectfully submitted,

MRS. M. H. STACY, Adviser to Women.

The College of Liberal Arts

REPORT OF THE DEAN

To the President of the University:

I have the honor of presenting you herewith my report as Dean of the College of Liberal Arts for the year ending December 1, 1923.

The enrollment in the College of Liberal Arts shows an increase of more than twenty-five per cent over that of last year, while the growth of the whole University in the same period is less than fifteen per cent. The total registration in the College is around eight hundred and fifty, or approximately two fifths of the University student body. As a mere matter of numbers this fact is of no especial importance, but it has several implications to which we should give our attention. Present social and economic conditions are, in part, responsible for the situation. In times of prosperity and ease of living, students are able to afford the time to undertake a general education or to follow "liberal courses;" they have the means and the time to look about them before they must decide upon a choice of profession or trade. At the same time the demand for workers in business and industry is so great that no large amount of specialized education is necessary for securing a position. In slack business days professional and vocational schools are more likely to be crowded, while the College of Arts just as likely will show a decrease in numbers. We are just now living in North Carolina upon a wave of prosperity the like of which we have not seen in several generations, and for the first time in our history a large number of our people are able to afford a liberal education. What shall a liberal education be in these changed conditions? What advantage shall the College of Liberal Arts take of the situation before it when there is a favorable inclination to its type of education? We cannot in our instruction avoid the reality of the life about us; our education should be concerned with an attempt to appraise it; to determine what is ephemeral or false about us and what is true and eternal. This we cannot do abstractly. President Suzzalo has stated the idea with directness and emphasis in these words:

"I believe much would be gained if the subjects taught in college were presented to the student more in the form of his experience with reality. Textbooks and lectures are too often largely filled with generalization adapted to mature minds of large information and developed powers of reflection. They are organized forms of knowledge for the convenience of logical minds. But in the world of experience reality does not present itself in any such manner. It is not a thing of definite facts and laws and formulas but of fused phenomena quite different from what is given us in books. There needs to be a better mediation between the logical presentation of the facts as usually given in college and the experience of immature minds as they have seen them in the real world. The approach must be

more from the concrete than from the abstract standpoint. Teaching would thus become more real, more vital, and the interest of students in their work would be correspondingly developed.''

It is repeating a truism to say that education is today more for the masses than it has ever been before. The primary interest of our students in life will be the making of a living—and something beyond a mere living. A great deal of the effort of our present system of education is directed toward training men to force their way in the world: in business, in the professions, and in the trades. But if education should be wholly dedicated to this aim, we should be engaged largely in the task of merely increasing the mechanical effectiveness of living and heightening the material view of life. The conflict between the demands of securing the means of living and obtaining time and cultivating the inclination for a cultural interest and the pursuit of knowledge beyond the under-the-nose practical worth of it, has been made critically severe today in the tense competition for an advanced stage of material existence and the speed and hurry with which we set about obtaining it. We have seen, too, in the same circumstances a transference of emphasis upon the forms of pleasure and amusement. This situation is perhaps intensified just now by its newness beyond the more nearly medium level to which it may fall. But it is a set of changed social and economic conditions with which we have to deal and to which we must adjust ourselves. Advocates of intellectual cultivation must not timidly withdraw into the past and avoid the battle with intensified materialism, nor for a moment admit that unselfish cultivation of the mind for ''seeing life and seeing it whole'' is a cloistered pleasure or an aristocratic privilege. We must step forward and present our claims for a place in the world whirling about us. In order to do this, we must, I am convinced, have a programme, a more nearly definitized aim than we have been able so far to express.

This condition is being discussed and considered more widely than at any other time since the introduction of the elective system into curriculum making. But even the recent attempts at re-definition are still needlessly vague. I have had the opportunity of reading the preliminary report of Professor F. J. Kelly, Dean of Administration in the University of Minnesota, ''A Limited Study of Colleges of Arts,'' based upon an investigation of twelve representative American colleges and universities, including the University of North Carolina.[1] Here the most commonly used term used to express our general intention is still ''general culture.'' Translation of this broad term into specific details of courses is so difficult and uncertain that many teachers are of the opinion that we are concerned only with abstractions and that discussion leads to no good results; many of them are inclined to believe that the honest conduct of their single courses is the surest contribution they can make toward conferring a sound education upon their students. This, it seems to me, is an opinion of despair and the view of a separatist, which is in part responsible for our present vagueness of ultimate aim. It is accounted for, in some measure by numbers;

[1] To be published in 1924.

a department of history or of English is today larger in students and staff than the whole college in the same institution was two decades ago. In such an organization each of us too easily goes his enthusiastic way and depends upon fate or chance to establish in the student's mind the relation between his subject and that of another department of instruction or its relation to a full education.

Instruction in the College of Arts should, in my opinion, group and organize itself around the aim to understand, appreciate, and enjoy the civilization of our day as it manifests itself in its social, scientific, philosophic, religious, artistic, and material aspects and the stages by which it has grown to its present state: to gain an insight into the forces of life, present and past. This is a broad aim; it is a wide goal. It is a life's accomplishment, which cannot, of course, be attained in the four years of a college career—perhaps never. But why should education be limited to four years or to the period in college? Such an aim, established and partly fulfilled in college, may give the student an interest and a point-of-view that may direct his education beyond his graduation days, stronger than that obtained by the goal he so frequently seeks to reach—passing a certain number of courses—and stronger than that aroused by the instruction in the special interests of tightly separated departments of knowledge. It is an aim toward which we may direct the small contribution of the single subject under our instruction; it may prevent the isolation into many fields of separate knowledge into which we have fallen. Coördination will never come until we recognize some guiding principle and bend the details of our courses to wind around it.

What particular courses or what arrangement of courses will most directly lead to the accomplishment of this aim? Among the opinions current in regard to the A.B. curriculum, in varying degrees of belief, may be found three general tendencies of thought.

(1) That the first two years of study in the basic elements of education remain practically as they are and that in his last two years the student be allowed to elect the major part of his work in one subject (perhaps a third of his total courses) and then be given freedom to choose whatever other courses he wishes.

(2) That the electives of the last two years be so controlled by checks of major and minor requirements as to insure that a student will cover so wide a field of instruction that his education will not be narrowed.

(3) That the student's courses after the first two years (and slightly within that period) be grouped for him when he has made choice of his main interest of study. This means that several arranged curricula shall be set up for a student to follow, no one of which is imperative, and that the student may choose his own path, but once having chosen, he must not wander wide a-field.

Our present requirements for the A.B. degree lean largely upon the second of these opinions. We have a scheme of imperative election, but not altogether "free choice" in either the scholastic or the ecclesiastical

sense of the term. We now require diversity of election among three groupings of our departments: (1) language and literature; (2) natural sciences and mathematics; (3) social sciences. The arrangement is founded upon the opinion of those who hold that the A.B. degree should not be specialized, but should cover a wide ground for its broadening influence. Opposed to it are those who consider the A.B. degree not an end in itself, but a period of preparation for professional or specialized work, especially in science, and more particularly in medicine. Against the claim of its broadening influence, it is argued that the A.B. student is allowed by our present arrangement to follow any subject so little distance that he does not broaden but merely scatters. On the other hand, we must remember that *courses which are basic for and preliminary to specialized curricula very easily become of themselves high'y specialized and actually belong to a particularly organized group of study.* This applies not only to the courses which may be inclined to the practical view of things; some of our courses in humanitarian subjects are, as a matter of fact, specialized in technical scholarship; they are primarily preparation for graduate work in our own lines of study and lead to the vocation of teaching after the acquisition of the Ph.D. degree. A specialist, even a specialist in a humanitarian study, is not necessarily a man of culture or one capable of imparting it.

The weaknesses of the elective system have long been apparent. Difficulty has been experienced in adapting election to mass numbers, varied interests, and an enlarged offering of subject-matter. When we broke away from the system of fixed requirements, the departure was not very severe, for in the colleges of a generation or two ago the possibilities of election were not great: generally a few courses in a small number of departments. There was no opportunity for wide choice. Since that time new disciplines of study have been introduced and the number of courses in each department has greatly expanded. The student of today has a wide field of choice before him and less opportunity of consulting any guider of his studies about his choice. The happily phrased term "elective," appealing to all our instincts of freedom and our dislike of compulsion in any form, was in its use in President Eliot's early administrative days, after all, a restricted term. Whether it was a principle so fundamentally grounded that it would cover all the conditions of curriculum choice today is to be seriously doubted. The opportunities of election are now so numerous and diversified that the present plan has aptly been called "cafeteria education."

Is there anything in the fact that in the professional and vocational schools the schedules of study are definitely laid out to account for the observable tendency in the College of Arts to a closer fixation of its curriculum—or at any rate the desire to coördinate its curriculum—than we have had for years practiced? Did we get away from the rigid programme because we were uncertain whether one subject is more beneficial for the objects we have in view than another, or because we consider the later years in the College of Arts a browsing period in a student's life? Or are we afraid of serious defections in numbers if we should make prescription of definite studies?

But even if it were the proper move, we shall never be able to come again to a rigidly fixed single schedule of studies for the College of Arts. We are of too many minds. Too many subjects claim our serious attention within the small period of the individual's life under our tutelage. I believe that it would be advisable for us, however, to set about making a small number of schedules or arrangements of courses which will be grouped around a general interest and which will direct the student's sometimes unwilling attention to the aid such a coördination will be to a full understanding of his main interest. This is the principle lying behind the body of opinion summarized under (1) above. It is needless to say that the student who really knows what he wants to do or a small group that comes directly under the guidance of some unusually interested instructor teaching a small number of student will themselves make the proper coördination of their studies; but the majority of our students are not thus fortunately favored. One of the largest advantages that would come from such an arrangement of the curriculum would be the emphasis it would throw upon related groups of knowledge rather than, as at present, is thrown upon the offerings of single departments.

The faculty of the College of Arts established last year such a schedule of courses for the degree of A.B. in Humanities. The curriculum for this particularized degree may be found in the forthcoming catalogue of the University.

To a study of the A B. curriculum the faculty voted that its Administrative Board give its attention this year. This duty the Administrative Board will undertake in the winter quarter, realizing, as I believe it does, the importance of its deliberations and the careful judgment required for the undertaking.

The organization of the routine and the regulations of this office put into effect last year has been pleasingly effective. Its object was primarily to see to it that the students shall do what is expected of them, an undertaking in which almost all our students will meet us more than half-way if they are convinced that we are sincere in our determination that they shall. Regulations can easily become too numerous, too severe, and too undeviating. Machinery may take the place of personal direction. But for individual exceptions to be made, we must first thoroughly establish the principle to which an exception may be granted. Otherwise we should be in a welter of special cases. The spirit of individualism in matters of courses of study and class attendance may be carried so far that each student would require the constant attention of an individual dean or adviser. This is, of course, impracticable among the mass of students with whom we are dealing, to say nothing of the danger it suggests of warping the mind of the student by allowing him to go his whole way undisturbed by even a foretaste of the impositions which society will surely later place upon his free career of individual action. Between the extremes of machine-made regulations and the riot of individual choice of action, I have tried to hold a middle ground, after seeking to establish respect for the fundamental

requirements of honest attention to duties demanded. I have attempted as far as possible to keep the individual student in mind as he fits into the general scheme of things which we have established. I am convinced that a large number of students does not necessarily mean a lack of recognition of the individual. Organization keeps pace with increases, and in a growing institution the opportunities for the single student to emerge from the mass are relatively just as great as in a smaller college.

The most interesting improvement in the methods of teaching in the College of Arts is the practice inaugurated by most of the large departments concerned with freshman instruction of sectionizing first year students upon the basis of their ability. Placing freshmen in sections graded according to the preparation and capacity of the students has been practiced for two or three years in most of our wide-awake universities. The necessity for such partition is almost imperative when we are dealing with a mass of actually unequal individuals, no matter how nearly equal are their formal entrance credits. With large numbers has come a greater diversity than we once knew in type, ability, home-training, and preparation. The lock-step method of the older day is likely to benefit neither the inferior nor the superior student. Such instruction sought to direct itself to the average student. But what is an average student, and how does the instructor determine the average until his course has gone many days into the session?

The difficulties of arranging sections on the ability basis of the students are many. Any system so far devised for an early determination of the student's capacity is imperfect. Arguments against the whole plan are very well worth discussing. The only contention in favor of unsorted mass instruction I can not refrain from expressing a disbelief in is the opinion that good students furnish an inspiration for poor students. Discouragement just as likely results from the contact of superior and inferior students as does inspiration. The departments in this College have shown a fine spirit of willingness and coöperation in giving the ability-placement sections a trial. On account of the convenience of its schedule arrangements, the English department has elaborated the plan further than any other department. I am glad to reproduce here the letter in which the director of English I, Associate Professor W. F. Thrall, gives an interesting account of his experience with the plan.

"The principle of organizing sections on the basis of the ability and preparation of the students, concerning which you make inquiry, has been utilized in an increasing degree for the last two years in Freshman English.

"At present the 365 students enrolled in Freshman English are distributed as follows:

"1. The lower 35 per cent are placed in English 1a, a course preliminary to English 1. More elementary training in reading and writing, together with required work in public speaking and a more generous provision of time for individual conferences with students on the part of the instructors, differentiate this course from English 1. There are now five sections of English 1a.

"2. The upper 10 per cent constitute two advanced sections. In these sections the amount of time devoted to the more elementary matters of technique is greatly reduced, the amount of reading and writing is somewhat increased, and the study is centered about some single form—the essay. With the coöperation of the instructors in these two sections, we are attempting to encourage the organization of a freshman club consisting of such members of the freshman class as are interested in creative writing.

"3. The middle 50 per cent take the regular English 1 course. There is, however, within this group one section made up of a special class of men —those who have passed English 1a and have not made a particularly strong showing in English at the outset. This group of men is found to be somewhat below the average in general competence for the work of English 1. There is no differentiation in the general plan of instruction in this section, but the instructor is left free to make occasional omissions in the details of the course program and in general to adapt the assignments from day to day to the special needs of his men. The creation of this special group is somewhat experimental, and we are trying it only with the morning group of students. Students of this same special class, if they happen to be in afternoon sections, are distributed among the sections. This situation will permit some comparisons at the close of the quarter.

"In general, we are greatly pleased with the working of the plan outlined and have in mind some further experiments in the same direction. The actual results of the English 1a experiment are a little difficult to appraise. The standard of attainment in English 1 has been appreciably raised, but the record made in English 1 by men who have passed English 1a has not been quite so good as was hoped for.

"In an effort to reduce the time devoted to placement examinations and to decrease if possible the number of shifts of students from section to section, we are making experimental use of the results of such psychological tests, intelligence tests, and reading and composition tests as are available, placing the students tentatively in the groups suggested by the scores they make in these tests.

"At the time of registration for the autumn quarter twenty men were placed in sections on the basis of the score they had made in reading, composition, and general intelligence tests conducted last spring in the high schools by Professor M. R. Trabue of the School of Education. Of the twenty men so placed, fifteen were found by the regular tests to have been rightly classified; and in the case of three of the others it would appear that the wrong placement was due to the inexperience of the sectionizing committee in interpreting Professor Trabue's data. The scores were especially successful in suggesting candidates for the advanced section. While the number of men involved in this experiment is too small to warrant generalizations (the tests last year were given only in certain of the larger high schools), the results certainly seem to suggest the desirability of further experimentation in this direction.

"With this in view, we are considering the feasibility of utilizing in a similar way the results of the recent tests given all freshmen by the department of psychology. We hope to make preliminary, tentative assignment to sections in the winter quarter on the basis of the scores in this test, together with the scores from the Trabue tests so far as these go."

Consideration of placing freshmen according to the scale of their ability brings to our attention another problem in regard to the suitability of our courses to the experience and development of our students. If education within the University is progressive, should we not give more pains than we do toward establishing a relation of courses throughout the four years

of our course which will progressively tax the mental efforts of our students as they advance from year to year? Intellectual power comes somewhat by effort despite all the *laissez faire* opinions to the contrary. A junior now too easily distinguishes himself from a sophomore merely by the number of courses he has to his credit on the registrar's books. Between this tagging of him and the time when he is graduated he may enroll in what we call "junior-senior electives." I realize, again, the mechanical difficulties of schedule making involved and the fact that mentally many juniors are superior to many seniors; but I believe that we should seriously consider the advisability of distinguishing between junior courses and senior courses if we are to sustain the claim of mental growth year by year. At the present time, many freshmen courses are more difficult than many courses offered for advanced students, not only for the freshmen but also for upperclassmen. To be sure, difficulty is not the prime object of a course—by no means so. Other elements in plenty enter into the view and intention of an advanced course: point-of-view, information, independence of thinking, training in gathering information (overburdenly called "research"), and many other useful processes of mental training. This does not, however, answer the question why we throw comparatively the heaviest responsibility of severe mental exercises and vigorous discipline upon the youngest minds in our student body, unless our policy be one of experimentation in elimination, for which much, of course, is to be said at a time when almost everyone may "go to college."

The mal-adjustment here is particularly striking when the freshman finds that, after all, the greatest difference between college work and high school work is the difference in what is required of him to pass his courses. The difference in this respect is much greater than that in subject-matter and in living conditions. This relation between the University and the high school needs study and adjustment more than do the matter and number of entrance units. What is the relation, for instance, in terms of effort to obtain two entrance credits in French from the high school and to gain a passing grade in French 3 within the University? In many cases, of course, the plea is to cover a personal failure, but time after time first year men express to me the ardent wish that more effort had been demanded of them in order to pass their work in the high school. Nor do they believe that too much is demanded of them by the University.

As a means of introducing freshmen to college work and the college point-of view, a general course of one sort or another is being taught each year in an increasing number of our universities. The main idea behind these courses was expressed a dozen years ago in the inaugural address of President Meikeljohn of Amherst College. The war aims courses gave impetus to the movement, and the more recently felt necessity for correlating the frequently unrelated instruction offered freshmen has made many willing to undertake something in this direction. The University of Chicago announces for the spring quarter of this year a course required of freshmen called "How to Think." A series of lectures has been organized at

Harvard University for freshmen which will deal with "the relationship of knowledge and education," and which will include lectures on the physical basis of civilization (chemistry, mathematics, physics, astronomy, biology); another group of the lectures will be concerned with primitive civilization. The problem involved in giving such courses or series of lectures is a large one. It can easily be dismissed because it is new and different from the established plan. Too much may be readily made of it by its enthusiastic supporters. Measurements of success or failure in the undertaking are difficult to obtain. I believe, nevertheless, that we should attempt a limited course of this nature. We can never know until we try. I should recommend that before we undertake such a difficult course for so large a body as our ever-increasing freshman class we offer it to a hundred freshmen, either a selected group or an indiscriminately chosen class. In this connection, let me say that in the questionnaire sent out by Dean Kelly in the investigation already referred to seventy-eight per cent of fifteen hundred alumni expressed a regret that they had not had the opportunity to follow such a course while they were in college.

My attention has been called by Professor George Howe, Head of the Latin department, to the need of adjustment of the entrance conditions in Latin. Professor Howe states the situation as follows:

"The gulf between the high schools and the colleges in respect to requirements in Latin seems to me to be widening. More and more students present themselves with but 2 units of Latin instead of the 3.7 units required. Some report that the higher courses in Latin were not offered in their high schools; others, that they were advised to take only the two years of Latin. Whatever the cause, these students come unprepared to go forward with freshmen Latin, and are handicapped by the necessity of doing extra courses without credit and of postponing the regular freshman work. If there is a growing tendency, as there seems to be, inquiry into the facts should be made and the advisability of modifying the requirement so as to bring about better coöperation between the schools and the colleges should be given immediate and careful thought. One solution that is suggested by the presence of the two distinct groups of candidates for admission—the group offering 2 units and the group offering 3.7 or more units—is the adoption of a flexible requirement, such as exists in many other universities, of either 2 or 4 units, and beginning the college work at the point where the preparation was left off. More work, of course, would be required after their entrance into college of the one group than of the other, just as is now done in the other foreign languages. While it is a serious matter to lower further our language requirements, the matter undoubtedly merits the attention of the Administrative Board, both for the sake of maintaining the continuity of the Latin course through high school and college and for the sake of strengthening the work of the department of Latin in college."

This proposal will be considered by the Administrative Board and the Committee on Entrance Requirements. We should be diligent, however, in obtaining the benefit of a discussion of the subject with the high school principals and Latin teachers of the State before we make any radical departure in entrance requirements in Latin.

The report of the Librarian, which I have been privileged to read, is a very encouraging document, especially in its emphasis upon the rapidly

growing number of books the University is purchasing. The Library has only recently been put upon the plane of a university library. In the storing of the books a problem is before us, which will grow more acute as the number of volumes mounts in the next few years. But from the point of view of the College, it is even more necessary that our students have enlarged facilities for the *use* of the books we own. What laboratories are to some departments, books are to others. The present capacity of the reading rooms in the library building are entirely inadequate and cannot be made to meet our needs in the present structure. One of the most encouraging signs of our instruction I have observed is the increased per capita use of books by our students. It is important that this essential of education be properly provided for.

Respectfully submitted,

JAMES F. ROYSTER, Dean.

School of Applied Science

REPORT OF THE ACTING DEAN

To the President of the University:

I have the honor to present the following report of the School of Applied Science for the year ending December 1, 1923:

Registration

The present enrollment of the School is shown in the following table:

	Freshmen	Total
B.S. in Chemistry	12	36
B.S. in Medicine	23	70
B.S. in Geology	3	9
Premedical	80	137
	118	252

Standards

It is apparent that this school has supervision over students who aim to enter medical schools or who aim to become professional geologists or professional chemists. An analysis of the academic standing of these groups may be of interest. The Registrar's reports for several years have shown that the best collegiate grades are obtained in the College of Liberal Arts and in the School of Applied Science (omitting the medical groups). For several years these two groups have average grades well above that of the whole undergraduate body. Further, students proposing to enter medicine have average grades somewhat below the average of the whole undergraduate body. This unfavorable comparison is due in part to the immaturity of the students in question, for they rate as freshmen, sophomores and (a few) juniors, in which years the grades are lower than the average of the student body. The method of comparison therefore explains in part the low standing of academic students proposing to enter medicine. It seems to be established that the grades of these students fall lower than other students in the same year in the College of Liberal Arts and in the School of Applied Science. This conclusion has been confirmed by a study of the grades of students in one of the large courses, general chemistry, where the premedical students fall lower in grade than the general average of the freshmen group. This fact may be ascribed to several causes. One suggestion is that the better students proposing to enter medicine are taking a full academic course of preparation. These students are now included in the College of Liberal Arts. Another suggestion is that the studies for premedical students are rather rigidly prescribed whereas in other academic courses some electives are allowed and it seems reasonable to expect that students will obtain better grades where they can select subjects for which they have natural adaptations.

An examination of the previous records of first year students in the medical school shows that a larger percentage of them than ever has completed a four year academic course, and obviously a smaller percentage has fulfilled the minimum requirements for entrance into the School of Medicine. In the present year only eleven of the forty, first year medical students entered with the minimum requirements and in the next few years this number will probably diminish further. In his last report the Dean of the School of Medicine emphasizes the desirability of encouraging students to take at least three years of academic work. It seems probable therefore that within a couple of years all forty places in the first year of the medical school will be taken by students who have had at least three years of academic work. It is obvious that when this time comes the present premedical course of two years academic work will automatically disappear from our catalogue. Many medical colleges in this country have already raised the entrance to three and even four years of academic work.

Graduates

The number of graduate students in the Chemistry and Geology courses shows a satisfactory increase, with more candidates for the M.S. and Ph.D. degrees. Some of these are students who have returned to the University after an absence of a year or two and who have recognized the advantages of graduate work. There are each year many urgent calls for men with proper training to go into college teaching, into high school work, into government service and into the industries. Of the men who went out last June four became professors or instructors in colleges in North Carolina, in South Carolina, in Virginia, and in New York. Others have gone into industrial work, the geologists into oil geology, metallurgy, ceramics, soil geology and work allied to civil engineering. The chemists are remaining in larger number in the south. The expansion of the paper industry, the opening of branch laboratories and offices by the great dye manufacturers, and the recent development in the textile industries have been some of the factors inducing our chemical graduates to remain in the south. The close contact maintained by the departments of Chemistry and Geology with former students is also a factor explaining the numerous inquiries for men with academic training. Each year brings many more such opportunities than we are able to fill.

Recommendations

A new building for the Department of Geology suitable to its needs and in close proximity to the allied departments of Chemistry and Physics should be provided for in the next building program. Enlargement of the facilities for the Department of Geology will permit expansion of its activities in the branches: Geology proper, Geography, and the applied branches of Mineralogy and Economic Geography and Geology. These last branches form an important part of the work of students in the Schools of Commerce and Engineering.

As soon as the new chemistry building is available a division of Chemical Engineering should be inaugurated. In this connection a coöperative arrangement will be made with the chemical industries of the State whereby the chemical plants will be available to advanced students so that experience and practical work may be obtained before graduation. This development will require a considerable enlargement of the teaching staff and will make imperative the employment of a trained mechanician whose services will be available to the other departments of the University.

Respectfully submitted,

JAMES M. BELL, Acting Dean.

School of Commerce

REPORT OF THE DEAN

To the President of the University:

I have the honor to submit the report of the School of Commerce for the year ending November 30th, 1923.

At this time, the School is entering its fifth year. The registration is now 492, an increase of over 25 per cent as compared with the same date last year. This rate of growth is just about double that of the University as a whole, and is, in my judgment, a serious problem. It was hoped that the School might be restricted to approximately 500 students. If this is to be done, some severe selective measures must be taken. Perhaps a carefully organized program of work in the Social Sciences, provided by the College of Liberal Arts, might more nearly meet the real needs of some who are now registering in the School of Commerce. Undoubtedly, however, the definite and specifically purposeful programs of study and training which our curriculum provides are inducing many young men to enter upon a college course, who would not otherwise do so. This, of course, is a source of gratification. The growing interest of the business world in sound, thorough-going preparation, together with the rapidly expanding and increasingly complex industrial developments in our particular section are also partly responsible for this greater interest in the scientific preparation for business. Experience up to this time, however, seems to justify a more careful and rigorous "weeding out" process in order that our facilities may be more profitably confined to those who are capable and seriously interested in this field. Your support in the practical application of this proposal is requested. Any growth under the operation of such a policy would be worthy of adequate provision for its care in an effective way.

In formulating a general uinversity policy and a unified consistent program in the enlarging size and scope of the institution, it may be useful to have the purpose and function of the various constituent schools defined. To do this in the case of the School of Commerce, it is necessary to explain certain tendencies in education in recent years. The revolt against the rigid and narrow curriculum, based on the ancient languages and literature, might have been due in part to the extension of democracy in government and the breaking down of privilege in education. It is likely, however, that such revolutionary departures as are now being witnessed, would not have developed, had it not been for a recasting of the conception of education itself. After allowing for a great deal of rashness and materialistic tendency, it must be admitted that merely *knowing* and *appreciating* life, in its historical and literary expressions, are inadequate without an understanding of the ways and means of relating one's self to real life

in effective, happy, and harmonious fashion. However unpleasant and stubborn the fact, the making of a living is after all co-existent with, or preliminary to, its high and happy enjoyment. On the other hand an education that prepares only for efficiency in making a living is not only sordid but dangerous, just as an education in classic lore and appreciation is helpless and inefficient and must, in the last analysis, perish or rest on privilege or an exploitation of the ignorant. To secure a maximum breadth of appreciation and civic consciousness, and at the same time, a workable efficiency in life's daily tasks, is the problem of education in a democratic society.

The trend away from the classical curriculum has been in operation many years. For some time, the physical and political sciences have claimed a large place in scholastic interest. More recently technical, vocational courses have challenged popular demand, and have been reluctantly admitted to higher educational circles. But what was at first cautiously and curiously admitted has, like Pandora's troubles, tended to overwhelm us. It is only another instance of humanity's tendency to swing from one extreme to another. From a most impractical, refined, idealistic program of so-called cultural education, the tendency is now towards a highly technical, inductive, mechanistic, practical scheme of vocational training. Nothing but tragedy can result from such a development, for it will produce a society highly efficient in making a living and accumulating wealth, but so shrivelled in soul, so narrowed in appreciation, so devoid of civic consciousness as to lose the capacity for enjoying it.

In keen appreciation of this danger, the School of Commerce program has been developed. A foundation of understanding of our increasingly complex business processes and relations is a legitimate and worthy demand on the part of young people who plan careers in that field. At the same time, they must not be betrayed into a sacrifice of the broader knowledge of the literary, civic, and other aspects of life. Some schools of business have done this, allowing the student to start his specialization in the freshman year. Others have shown extreme caution in requiring a baccalaureate degree for admission. Our curriculum is a definite compromise between these two positions. This can best be indicated by describing its three constituent elements. First, is the broadening, cultural element which includes instruction in history, language, literature, natural science, government, psychology, and mathematics. This makes up about half the four-year program. The second consists of a thorough-going analysis of our economic life from the social standpoint, showing its vital relation to other phases of life and the serious social consequences which result from violation of its principles or prostitution of its forces. The third element includes courses in the various specialized aspects of our industrial structure in which an effort is made to give the student an understanding of the organization and working principles peculiar to a given field and the general methods and technique prevailing therein. This last phase covers about one-fourth of the course. From this explanation, it is clear that the

School of Commerce curriculum is practically equivalent to a major in Applied Economics if the same program were offered in the College of Liberal Arts.

During the past year, the Administrative Board has issued a special bulletin in the University Record series. In this bulletin an attempt has been made to set forth more fully the purpose and methods of work of the School. The most important step in the development of the curriculum has been the formulation of about twelve definite, well-organized lines of study covering the last two years of the course. These correspond to different fields of business activity; e. g., banking, accountancy, transportation, merchandising, etc. This will guard against the prevalent weakness of aimless, haphazard choice of electives by the student. He will simply choose a carefully planned program of work corresponding to his major interest.

It is a source of pride that I am able to report to you so early in the history of the School its admission to membership in the American Association of Collegiate Schools of Business. This organization has been in existence about eight years and is composed of the twenty-six schools of business of highest standing in America. It was formed for the definite purpose of raising the standards in this field and is rigorous in its requirements for admission, as shown by the fact that more than half the institutions applying for membership this year were refused. Admission to this group is to be regarded as an opportunity of assisting in the promotion of still higher standards rather than as a privilege of leaning on some one else's reputation.

Necessity compels our attention to two important matters: first, the physical facilities for our work; second, the maintenance of a competent staff of instructors. The growth in numbers and the requirements of laboratory and filing space make additional room imperative. Our work has already encroached on the first floor of Saunders Hall, which was assigned to the School of Public Welfare and the department of Rural Economics. Their requirements will probably reclaim this space before very long; at least, further trespass on our part in that direction will hardly be tolerated. Furthermore, the History Department which occupies the third floor of this same building is doubtless in need of additional space, so no relief can be had in that quarter. This situation is becoming so desperate that I feel like urging the earliest possible construction of a building for the School of Commerce. More space in Saunders Hall would be acceptable, were it not that certain laboratory and filing arrangements are need which can best be provided in a new structure. A detailed, statistical survey of the existing situation in Saunders Hall and the need of additional class rooms, library, laboratory and filing space, and offices will demonstrate the urgency of early provision for these growing departments.

The maintenance of a competent staff of instructors raises a delicate but fundamental question. The reality of direct and vigorous commercial competition for able men of thorough training in this field makes it all but

impossible to secure and retain them in teaching positions under the regular rules of appointment, rank, promotion, and salary. If competent men of the personality essential to good teaching are to be obtained, it will be necessary to do one of two things: either give them higher rank than is accorded to men equally well-qualified in non-competitive fields, or arrange a higher salary schedule for the various ranks in the competitive fields, like law, commerce, and medicine. I am loath to raise this question at all but stubborn fact compels it. It might be wise to investigate the solution which other institutions have found for this problem, notably Chicago and Harvard Universities.

Since my last report, Dr. Thomas L. Kibler, formerly of the University of Washington, Dr. Willard E. Atkins, of Chicago University, and Dr. Edmund Brown, investigator with the Federal Trade Commission and recently head of the Economics Department of the University of Richmond, have been added to our staff as members of the department of Economics and Commerce. They have entered upon their work with effectiveness and the finest spirit of coöperation. The members of the Administrative Board have served with earnestness and devotion and I wish to express my sincere appreciation of their counsel and support. For your own unfailing sympathy and patience, I am deeply grateful, and submit my cordial support in the larger concern of administering the highest expression of educational yearning in a forward-looking commonwealth.

Respectfully submitted,

DUDLEY D. CARROLL, Dean.

The Graduate School

REPORT OF THE DEAN

To the President of the University:

The total registration in the Graduate School to date, including Summer and Fall Quarters of the current academic year, is 330. These students come from seventy colleges and universities. Eighty-five students are holders of first degrees from this University; twenty-five come from Trinity College; twenty from Wake Forest. Especially to be noted is the increasing attendance from other states; for example, forty-five students this year come from South Carolina. The seventy institutions represented in this student body are located in sixteen states and foreign countries. Thirty-five members of the School already hold master's degrees from sixteen institutions, and many more have had at least one year of graduate training here or elsewhere. The Graduate School is no longer made up chiefly of those who are merely spending one more year in college.

The growth of the Graduate School in the last five years is further indicated by the increasing number of advanced degrees conferred at our Commencements. In 1919, for example, ten higher degrees were conferred. Last year there were forty-two. The candidates for higher degrees at the Commencement of 1924 number eighty-nine. Of these, ten are candidates for the degree of doctor of philosophy, the highest degree conferred in course by any American university. Since this institution is a member of the Association of American Universities, its doctorate is recognized, in this country and abroad, as being of the highest rank.

Still other evidence is afforded by the Alumni Record now being compiled by the Graduate Office. Holders of advanced degrees from this University are now teaching in scores of colleges in every part of the United States. Many of them have research publications and textbooks to their credit. Some hold positions in State educational departments here and elsewhere. Many others, not directly connected with educational work, hold research positions in various organizations. The Graduate Office every year nominates graduate alumni for important positions, and every year is compelled to decline to make nominations for lack of suitable candidates. Steps are being taken toward putting this appointment service, for which no charge is made either to applicants or to employers, on a systematic basis. The Graduate Office will keep in close touch with holders of our higher degrees and with the records they make after leaving the University.

The Graduate School and the University

These statistics are significant as indicating the increasing importance of the Graduate School as a unit of the University and the way in which its influence is penetrating sections of the country remote from the boundaries

of the State of North Carolina. The continuance of this influence depends ultimately upon one condition: the presence here of a sound and wholesome attitude toward investigation. Bacon said that the aptness of the comparison of the Kingdom of Heaven to a grain of mustard seed consisted in the ability of that seed to get up and spread. It is so with the expansion of the kingdom of truth, to whose service we are dedicated.

Of the intimate relation between teaching and research I have spoken in former reports. The record of the work of last year is contained in the annual bulletin, issued last summer for the fourth time, entitled Research in Progress. To that bulletin I refer for information concerning the present state of investigation at the University, and for abstracts of the projects to which financial aid was granted last year from the Research Fund.

This bulletin differs from most similar publications in that it is much more than a mere bibliography of faculty publications; it contains abstracts of papers and monographs printed during the year and also abstracts of all dissertations handed in by candidates for higher degrees. This last feature, which is unique, is of value because it increases the significance of the thesis as a part of the prescription for the degree, guards against or exposes work of inferior grade, and informs investigators and advanced students in other institutions of the work that is under way here. We have abundant testimony as to the effect of the bulletin in disseminating knowledge concerning the University among sister institutions.

The Graduate School and the State

Many people think of a university as a large college, and of a college as an advanced high school. That is, school, college, and university are places where young folks are taught things supposed to be useful or ornamental or both. The service of the institution is said by commencement speakers and college heads to be to make future citizens; by parents it is said (or thought) to be that of gaining for the boy or girl better social and business success.

If the average man thinks of the graduate school at all, it is as a place where future teachers are trained in various subjects by learned men called doctors. The crown of the training is the production of an essay, learnedly called a "dissertation," which few read and none but the writer and his parents admire.

The idea that the University, through its Graduate School, can do for the State just what the consulting experts in any great business organization do for a private business is comparatively new. Yet the chief problems confronting the modern state and municipality are not political; they are business problems. For their solution they require administrative and business ability rather than political ability. They also require, before this administrative and business ability can act upon them, painstaking research.

Such research is being carried on by the various State commissions: the Highway Commission, the Board of Charities and Public Welfare, the Geological and Economic Survey, the Department of Education, and the

like. During the last few years coöperation between various University departments and these State commissions has developed very rapidly. For example, the graduate students and members of the staff of the Engineering Departments have worked on definite problems confronting the Highway Commission, and the results of their investigations are being translated into the everyday work of building good roads.

Immediacy of application of the research carried on in the Graduate School is also possible in private business and economic enterprises. Illustrations may be found in the abstracts of investigations in various fields included in the bulletin of Research in Progress. Such subjects as the following have applications to matters of present day importance: better methods of handling curves in highway engineering; manufacture of beet sugar; studies in problems of lubrication; studies in the by-product coke industry; capillary moisture in highway sub-grades; taxing stock in domestic corporations in North Carolina; coöperative marketing of tobacco; financing highway construction; coöperative marketing of cotton; secondary schools in North Carolina; higher education for women in the South; compulsory school attendance; soils used in filtration plants; data on stream-flow in North Carolina; development of public utilities.

These are only a few out of many records of investigations that have immediate application to life. They were carried on by faculty experts or by mature students whose work was directed by these experts. They are accurately typed and bound; many contain graphs or statistical tables; all the results have been carefully checked; all of them have bibliographies and other statements of sources of information. Each piece of student research has been passed on by a committee of three faculty experts. The monographs are filed in the University Library, where they may be consulted by anyone who wishes to secure, without charge, information that may prove to be of high value to his business.

The kind of investigation represented by these studies is not the only kind being fostered by the Graduate School. I am not here stressing it because I believe that all University research should have an immediate application. Such is not the case, for the greatest advances in thought go back ultimately to some piece of research that seemed at the time to have no bearing on practical life. The one point that I wish here to make is that the State possesses, in the Graduate School, a source of potential power of incalculable value when judged solely from the standpoint of immediacy of application.

The Graduate School and a Career

The Graduate School is thus in process of becoming a great laboratory in which experimental work is being done for the benefit of the State as a public enterprise and for the benefit of private economic and business organizations. With the expansion of this aspect of its work greater resources will be needed and, I doubt not, will be supplied. But there is another service of even larger significance.

Much has been said, of late, in lamentation of the fact that many sons and daughters of North Carolina have left the State to find careers elsewhere. The point seems to be that we need all our native genius. It is further implied, though not stated, that the really first-class geniuses have already gone elsewhere, and that those who remain do so through eccentricity or a lack of suitable opportunity. Such comments flatter our North Carolinians who are doing distinguished work elsewhere; they make the rest of us somewhat uncomfortable.

Is it not more important to ask if the State is doing all that is possible to discover and forward youthful genius regardless of where the career of after life is to find its course? If a father, possessing a brilliant son, so helps that son that he makes a career, he should rejoice, no matter where the son's career is run. The important thing is the career, not the city or State in which the man of genius lives and serves. To seek to hold all our able sons and daughters at home is foolish in the State as in the family. The important thing about the family's relation to the lives of its members is not to have all the sons enter the father's business or to remain in the home town, but to give to each child every opportunity to develop and use each several gift. If there is capacity for honest work and decent citizenship, that is one gift. Education in school and college is designed to foster that common gift, for all the sons and daughters of the State. But in every State, in every generation, there is latent genius. That is another gift. Neglected, that genius may be misdirected or lost. The supreme duty of the State is to add to the fundamental training offered to every individual the superior training that is the birthright of superior ability.

One of the chief agencies for the discovery of genius is the Graduate School. Not all types of genius, to be sure, but of that type which is manifested in the power to discover, to make additions to the sum of human knowledge. Wonderful as have been the achievements of the past century, the resources of learning have not yet been exhausted. It is therefore not significant whether we confine superior native ability within the boundaries of the State; it is of superlative importance that we use every effort to discover this ability, and foster it, and send it on its way to bless mankind. This task we cannot safely leave to others. It is part of the parental responsibility of the State. Such responsibility may be exercised through the Graduate School, the place where may be gained that edge, that margin, of special training which calls forth superior ability and fits it for superior achievement.

A Laboratory, a Press, and Some Funds

Certain responsibilities follow upon the recognition of these relations of the Graduate School to the University, the State, and the careers of brilliant sons and daughters of North Carolina. Part of these responsibilities rest upon the authorities of the School and the professors who conduct its courses. Others rest upon the University administration, the alumni, and the people of the State.

I select, for special emphasis, three immediate needs. The first of these, dealing with the Library, involves the relationship of the Graduate School to the University. The University Press, second of these needs, is one means by which the results of investigations here are to reach the outside world. The third requirement, that of fellowships and loan funds, has to do with the question whether we really and in all sincerity believe in the effort to find out and encourage whatever latent genius the new generation in our State may possess.

First, the building in which the Library is housed is very inadequate. It must not be forgotten that a university library is the laboratory for all students and professors whose work is carried on chiefly by means of books. Scientific departments need books, especially files of journals, in order to keep abreast of what is going on in their fields. But after all, their chief equipment is to be found in their laboratories, and the University spends, rightly, large sums for the equipment and maintenance not of one building but of several. For students in the historical and social sciences, language and literature, education and philosophy, and all departments which have to do with the records of human civilization, books are absolutely essential. Without them such students are helpless.

In getting books, not merely for the general reader and for the class work of the undergraduate colleges, but also for advanced work, our Library has made very great advances in the last few years. We have had largely increased funds, and these funds have been spent to advantage. There can be no cessation in this constant addition to our resources. Meantime, with the increase in the number of volumes and in the number of readers, the present building has become obsolete. To give a single example, there are nearly forty graduate students in residence this quarter in the Department of English alone. These students use, in connection with students from another department, a seminar room in the Library which cannot accommodate effectively more than a dozen students. Yet the advanced student working in the book-laboratory needs adequate space quite as much as his brother who works in the chemical laboratory or the physics laboratory.

The general reference room is spaced and equipped for a small college; the card index and bibliographical equipment has not kept pace with the increase in the number of books; there is almost total lack, in the present building, of any opportunity for effective study. The most our students can do is to go to the delivery desk, withdraw a volume, and carry it to the dormitory or to some other building. Yet advanced students use books which are in many cases too bulky to be carried about with safety, and, in many cases, too valuable.

Yale is beginning the erection of a library building to cost four million dollars. We shall not measure up to our place, to our opportunities, or to the demands justified by the great increase in the number of advanced students, unless we provide at least a million dollars for the new library building.

An important adjunct to the work of the Graduate School is the University Press, now organized and, as usual with our enterprises, turning out good work under the handicap of limited funds. Certain phases of its work are intimately connected with research, for a university press should find its highest service in the publication of books and monographs that cannot be handled by commercial publishers. With the increase in productive scholarship at the University we need constantly growing facilities for publication. Through our scholarly journals, such as *Studies in Philogy* and the Elisha Mitchell *Journal*, a considerable amount of our work is being published; these research journals are now brought under the supervision of the Press, and means should be found for their expansion. We need also opportunity for the publication of books of a scholarly nature. Nothing else would so increase the prestige of the University throughout this country and abroad. Only a part of the cost of publication of such volumes would come back through sales. To meet the deficit, an endowed press is a necessity.

I recommend that steps be taken toward securing necessary endowments for the Press, at least sufficient to aid in the publication of the results of research. Such a step, if we are able to take it, will do more to advance independent scholarship in the South than any other single agency. It is certain that somewhere in the South a university press will be established, comparable with the presses at Harvard and Yale. Because of our long record of productive scholarship, our present distinguished list of learned journals, the quality of investigation, in many departments, now under way here, and the stimulus supplied by our Graduate School, the logical place for such a press is at the University.

A concrete proof of the character and standing of the Graduate School is to be found in the increase every year in the number of students who come here without any hope of financial assistance from fellowships and loan funds. In comparison with the offerings of other graduate schools, our position is such as to call for pity. The Graduate School is an orphan child. Trustees, alumni, public-spirited citizens of the State, have thus far done nothing to help ambitious students to finance their way through a course of advanced study. Our twenty-four teaching fellowships are not an exception, for the holders of these fellowships return service to the University for which in the open market it would have to pay fifty to one hundred per cent more than it pays under this so-called grant in aid of graduate students.

I desire to repeat, with emphasis, the recommendations in my former reports urging the immediate establishment of a fund, or funds, for student aid. These funds should be used, as a rule, for the benefit of students in the third year of residence in the Graduate School, the last year, normally, of the preparation for the doctorate. It is an injustice to an able man to be required to teach or render other service in his last year. The result is that most of our men who proceed to the doctorate find it necessary to spend four or five years on a course which they should complete in three. Others

get discouraged, or succumb to the lure of attractive positions, and so fail to complete their studies. It should be borne carefully in mind that I am not seeking to provide aids for all doctoral candidates, but for those only who through two or more years of work with us have demonstrated that they possess genius for research and who cannot develop this genius unaided by financial grants. If we do not provide for them, they will go elsewhere, to universities that are better alive to their opportunities than we, or they will give up the career and take a job.

I can make this matter concrete by saying that under proper conditions, every one of our twenty-four teaching fellows should proceed to the doctorate. That is, we should restrict our appointments to men who give promise of ability to complete with distinction such a course. They should hold the teaching fellowships for one year only. In many cases, they cannot complete the other two years without financial assistance. We should be able to give this assistance, so that there would be, in any one year, not four or five candidates for the doctorate, but twenty or more.

I urge, therefore, that provision be made for the establishment, first, of several fellowships for which no return in service is expected, to be held only by men within one year of the doctorate; and, second, of a loan fund open to second and third year men on the same conditions as operate in the case of the undergraduate loan funds.

The program outlined in the preceding paragraphs may be summed up as follows:

1. Continuance of the Research Fund for aid of members of the faculty. This fund is applied to small grants, usually needed for the purchase of materials.

2. Continued support of the research journals published through the University Press. On these journals depends largely the reputation of the University in the world of scholarship. They are sources of our credit, comparable to the business reputation which is so essential in commercial life. They are guarantees, to the world of scholarship, of our competency and good faith.

3. New funds, administered through the University Press, for aiding the publication of books and monographs too long for inclusion in the journals.

4. Extension of our present provision for financial aid to advanced students to include fellowships for third year men without service obligation.

5. Loan funds for graduate students similar to the various foundations for the benefit of undergraduates.

As a beginning on this extended program, I suggest that the income from an endowment of fifty to one hundred thousand dollars be placed at the disposal of a committee made up of representatives of the University Press and of the Administrative Board of the Graduate School, this fund to be used, as need requires, for either or all of the following objects:

1. Aid to one or two students of exceptional promise.

2. Aid to a member of the faculty who is engaged on a research project involving a larger sum than can be met through the Research Fund.

3. Aid in the publication of a monograph or a book embodying the results of original research by a member of the faculty.

In this report I have not attempted to treat all phases of the work of our Graduate School or to set forth a complete statement of the ideals that we are seeking to embody in our practice. My purpose here has been to select from the entire field three aspects which bear directly upon our service to the State. These may be summarized in the following statement:

1. The Graduate School extends the influence of the University beyond the confines of the State. It does this, first, by attracting students of superior talent and ambition from many parts of the United States. A hundred campuses, a score of states, enlarge our vision and stimulate our interest. Second, it sends to every part of the country teachers in secondary schools, colleges and universities, and to State and business enterprises contributes men trained in scientific methods. Third, it publishes the results of investigations carried on here so that other institutions and other scholars may know what additions to learning have been made at this University. The reputation of the University abroad depends not upon numbers of students or of buildings, but upon its record in research.

2. The Graduate School serves the State directly through its investigations of problems of immediate importance. These are chiefly problems in engineering, economics and social welfare, psychology, chemistry, physics, geology, botany and zoology. We are just beginning to glimpse the possibilities of the development of a great laboratory here for the discovery and testing of a thousand matters of importance to every citizen of the State.

3. Finally, the Graduate School covets the youth of choicest gifts. It seeks the genius innate in every generation of the sons and daughters of the State. It purposes to give to the exceptional man training that will fit him for a career. To find those who are capable of achieving distinction, and to bring to full development their powers is of even greater importance to the State than to discover better methods for handling natural and economic resources. The riches of human genius surpass the riches of cotton and iron.

In an analysis of Plato's plan for higher education recently published I find this statement: "To develop in the future rulers the power of independent thought, to open to them the secrets of the universe, and to help them as they increase in knowledge to be filled with the intellectual love of God."

Such a view of the relationship between specialized study and the whole of life and knowledge is the text upon which the various items in this report are the comments.

Respectfully submitted,

EDWIN GREENLAW, Dean.

School of Law

REPORT OF THE ACTING DEAN

To the President of the University:

I have the honor to submit the report of the work of the Law School for the year ending November, 1923.

On account of the sickness of Dean L. P. McGehee at the beginning of the term and his death, which occurred soon thereafter, the Law School has suffered a most serious loss both in the course of instruction and in the administrative work. In being called upon to assume temporarily the duties of the position which he held so long and with so much credit to himself and to the University, I find some difficulty in presenting an account of the work of the past year as he conceived it, and in explaining any plans which he may have had for the future development of the School. I give the principal facts connected with the work for the past year, and these show that it has been a successful year for the School.

In the summer school for 1923, Mr. McGehee, Mr. Winston and Mr. McIntosh had charge of the work for the first half of the term, and Judge W. P. Stacy, of the State Supreme Court, and Judge H. G. Connor, Federal District Judge for the Eastern District of North Carolina, for the second half. Judge Stacy lectured upon the subjects of Constitutional Law, Civil Procedure and Evidence, and Judge Connor upon the subjects of Private Corporations and Equity. The number of students enrolled was 47, an increase of 16 over last year, and of these 31 out of 33 applicants for license passed the examination given by the Supreme Court in August.

The plan suggested in Dean McGehee's report for last year, to give in the summer term work for credit toward a degree the same as in the regular term, was not carried out this year. Following the custom which has existed here for many years, it seemed to be necessary to continue to give a review course for the benefit of students who were preparing to take the bar examination in August; and the attempt at the same time to give work in certain subjects for credit toward a degree would make the adjustment of courses somewhat difficult both for the instructors and for the students. This would probably require a rearrangement of the whole curriculum for the year, and it was thought best not to make that change this year. It is hoped that such arrangement may be made in the near future.

The number of students enrolled for the present term is 126, and of these 3 withdrew near the beginning of the term, leaving the present number 123, the largest enrollment in the history of the School. Of this number, 8 are from other states; 69 were not in this School last year; 63 are first year students, 43 second year, and 17 third year. There seems to be a continued improvement from year to year in the preliminary preparation of students admitted to the School. Of these now enrolled, 20 have a college

degree, 60 have two or more years of college work, 29 have one year of college work, and 14 have had no college training. Of these special students, 8 are in the first year, 4 in the second year, and 2 in the third year. Of those now in the School, 43 have registered as applicants for the law degree; and there are several others, whose preparation will justify their taking this course, who may later decide to take the full three years work. By classes, there are 17 first year, with 7 more probable applicants, 14 second year, and 12 third year. This shows a decided increase in third year students for the degree, compared with last year when there were only four.

Another encouraging feature in the work is the increasing tendency of the students to continue their study of law in the School after passing the examination for license. Out of 17 registered for the third year, 10 have already passed the bar examination; and of 14 who passed the examination in February, all except one continued their work to the end of the college year. This would indicate that the students are considering a more thorough preparation necessary to their success as lawyers, and that the examination for license is only an incident in the course of preparation rather than the final goal.

The changes made in the requirements for admission to the School and in the work for a degree do not appear to have affected the attendance very materially. With one year of college work for admission, two years of college work and three years of law for a degree, and with a provision for the admission of only a limited number of special students, the standards of the School are those required by the Association of American Law Schools, of which it is now a member; and when the entrance requirement is made two years of college work, as is proposed for 1925, the standards will meet the requirements recommended by the American Bar Association.

The law faculty for this term is composed of Mr. Winston, Mr. Wettach, and Mr. McIntosh, members from last year, and Mr. Albert Coates and Mr. Fred B. McCall, new members. Mr. M. T. Van Hecke, who had been a member of the faculty for two years, resigned in June to take a position in another law school, and Mr. Coates was elected to take his place. Mr. Coates is a native of this State, an alumnus of this University, a graduate of the Harvard Law School, and was admitted to the bar in this State in 1923. On account of the absence of Dean McGehee at the beginning of the term, Mr. McCall was elected to assist in the work for this term. This arrangement was made with the expectation that Mr. McGehee would be able to resume his work at the beginning of the next term; but since these plans must now be changed, it will be necessary to continue the present arrangement with Mr. McCall, if he is willing to do so, or to have some one else who can assist in the work. Even if Mr. McCall should continue, it would be a great advantage to have an additional assistant for the next term on account of some work which it was found necessary to transfer to next term. Mr. McCall is a native of this State, an alumnus of this University, received his law training in this School, was admitted to the bar in 1922, and is a member of the Charlotte bar.

The North Carolina Law Review, the publication of which was begun last year, completed its first volume with the June issue. Mr. Van Hecke, who had been the managing editor, resigned in June, and the confusion incident to a change of management, together with the additional work of the summer school, caused some delay in completing the volume. *The Law Review* has received very favorable notice from the profession in the State and from legal periodicals out of the State. Mr. R. H. Wettach is the managing editor for this year, and he will continue the publication along the same lines as to style and material.

At the beginning of the term the Law School was removed from the old quarters which it had occupied for several years into the new Law Building, Manning Hall, which had just been prepared for occupancy. In this new and commodious building, beautifully finished and furnished, with adequate facilities for library, reading-room, classrooms and offices, we may confidently expect the fulfillment of Dean McGehee's most cherished hope, expressed in his last report. "I hope and believe that a new era will begin for the School with its occupancy of its new and adequate quarters."

Mr. Stout, who had been the secretary and librarian for the School, resigned in the summer, and Miss Lucille Elliott was employed in his place. She has charge of the records and correspondence of the Law School and of *The Law Review,* and with two student assistants has the supervision of the library.

Under the direction of Mr. Baker, of the general library, assisted by Miss Elliott, the books of the law library were removed from the old building and properly placed in the stack room and reading-room of the new building. On account of the rather large expenditure for books last year the library has not been able to purchase any new books this year. The subscriptions to the Reporter system and other continued series have been kept up, with such law publications as are not received in exchange for the *Law Review.* By an arrangement with the law-book publishers who advertised last year in the *Law Review,* that such advertising should be paid for in law books, there is an outstanding credit of about $200 for which books may be ordered from lists to be furnished by the publishers. Having now room for the law library to grow and to be used much more conveniently, the next most urgent need of the School, in the way of equipment, is the creation or the appropriation of a fund for building up the library. Through the general library of the University the law library will receive a collection of law books which belonged to the library of Chief Justice Pearson and of his son Richmond Pearson. These books have been sent to the general library by Mrs. Richmond Pearson, of Asheville, and will be placed in the law library.

The work of the Law Clubs, which were organized two or three years ago in place of the Moot Court, is this year under the management of Mr. Coates. The students are entering into the work with much enthusiasm, and they will find in it valuable experience in the use of authorities and in dealing with legal problems.

Respectfully submitted,

A. C. McINTOSH, Acting Dean.

School of Medicine

REPORT OF THE DEAN

To the President of the University:

I have the honor of presenting the following report of the School of Medicine:

Dr. D. A. MacPherson, (Ph.D. of the University of Chicago) has been added to the faculty as Associate Professor of Pathology, and is directly in charge of the courses in Bacteriology. His experience in the Rockefeller Institute for Medical Research and the University of Chicago has given him a broad view of his subject in its relations to medical problems.

The total enrollment of students is now sixty-nine, eleven below the full capacity of the School. There were something over one hundred applications received. Each year a few applicants accepted for admission fail to come and this year for the first time three withdrew within a week after registration. Withdrawals at so late a period preclude the possibility of satisfactory replacements, and are manifestly unfair to those who have been refused admission. A number of medical schools have found it necessary to require a deposit of accepted applicants. The medical faculty recommends that each student accepted for admission be required to deposit with the Treasurer of the University not later than August 15th an amount equivalent to the tuition for one quarter. Failure to make such deposit will be construed as a withdrawal of the application.

All of the students completing the course last June were successfully transferred to four-year schools, not in every instance to the preferred school, but there is no reason for dissatisfaction.

The future of the School depends largely upon its expansion into a four-year Medical School. The primary purpose of a Medical School is to train students to become general practitioners of medicine and until this task is fully accomplished it will have failed in its ultimate purpose. The conditions which press for expansion, for a full development, have been discussed in previous reports. They grow more urgent with each year. The medical faculty is unanimous in urging that every effort consistent with the general growth of the University be made to bring the plan of adding two years of clinical instruction to a successful conclusion.

I wish to call attention to a possible development which has not been heretofore seriously considered. The Medical Schools have heretofore set themselves the single task of training students for the practice of medicine. The organic relationship between the Medical School and the University, which is now being demanded, carries with it an opportunity and an obligation to coöperate in the advanced work of the University. The University of Chicago and a number of the larger university medical departments have been offering for a number of years advanced courses in the

subjects of the medical curriculum of a more general scientific nature, such as Anatomy, Physiology, Biochemistry, Bacteriology, etc., either as major or minor subjects in the courses for advanced degrees. It seems highly probable that the teachers of the preclinical subjects in the medical schools will be drawn very largely from a group of highly trained men. There is a very great demand for them in all fields closely related to medicine, in public health and research laboratories and on commissions organized to investigate some special problem of public health. Our Medical School is very far from supplying this demand at the present moment, but we may look forward to such a development.

Respectfully submitted,

I. H. MANNING, Dean.

School of Pharmacy

REPORT OF THE DEAN

To the President of the University:

I have the honor to submit my annual report of the School of Pharmacy.

The enrollment for this session is as follows:

First year students	56
Second year students	43
Third year students	2
Special students	5
Total	106

This number is an increase of twenty-five per cent over last year. We can reasonably expect a proportional increase for next year.

The present number is larger than can be satisfactorily taught in the present quarters. An assistant professor and several assistants are absolutely necessary for this enlarged registration for our present two year course. In 1925 we extend the course to three years. This will call for additional laboratory space and instruction. The crowded conditions of lecture rooms and laboratories will be remedied on the occupation of the present Chemistry building. This relief, however, is a year or so distant.

Since the School has been active in raising the standards of pharmaceutical education, it is morally obligated to give the best in education to those who have been legally required to complete its prescribed courses in order to practice pharmacy in this State. The earnest interest in this growth of education in our profession, I am sure, appeals to you. Your visit to our State Association meeting and later to our National meeting at Asheville is evidence of your interest in our profession. I am confident that your first hand knowledge of conditions will bear me out in saying that students demand and expect that we meet this advance in pharmaceutical education in terms of facilities and instructors the equal of those of any of our schools in the American Conference of Pharmaceutical Faculties.

No specific list of our needs is given. In general they are adequate quarters, an assistant professor, more permanent equipment, and a larger appropriation for supplies.

The following student statistics for the current year are interesting:

The number of pharmacy students who are high school graduates is 94. (All but five of the 106 students are either high school graduates or had at least 14.5 units.)

The average number of units presented by the whole group is 15.

The number who have had one or more years of college training is 25.

The average age of the *entire* group is 19.7 years.

The average age of the graduating class is 22 years.

The number of married students is 2 (less than usual).

The number of students from North Carolina is 99, or 93.4 per cent.

The number from other states is: Virginia, 3; scattered 4; total 7.

The percentage of native-born Americans is 98.

The number of students who have had drug store experience is 80, or seventy five per cent.

The number lacking such experience is 26, or twenty-five per cent.

The average number of months of drug store experience to the credit of the group as a whole is 27 months.

The number of pharmacy students earning their own way through college is 45.

The exhibit room, housing gifts to the School, has been filled. This important aid in teaching has to forego expansion for lack of space.

The University of North Carolina Branch of the American Pharmaceutical Association, the first student branch to be chartered, has grown from fifteen to ninety-four. Interest in this organization is shown, not only by this increase in members, but by the attendance at the lectures scheduled for the year.

Respectfully submitted,

E. V. HOWELL, Dean.

School of Education

REPORT OF THE ACTING DEAN

To the President of the University:

I have the honor to submit herewith my report as Acting Dean of the School of Education for the year ending November 30, 1923. The report covers specifically the winter and spring terms of the year 1922-23 and the fall term of the current year.

Registration Figures

Registration, 1922-'23. For the year 1922-'23 the total number of registrations for courses in Education was 556, representing about 278 individual students. The registration for the year was distributed, by terms, as follows: fall term, 131; winter term, 184; spring term, 241.

Registration, Fall Term, 1923-'24. For the fall term of the current year, there are 158 registrations for courses in Education, representing 136 individual students as against 131 registrations for the fall term of the previous year.

Prospective Teachers

At the present time there are 364 students in the University who are taking advantage of the teacher's free tuition privilege, as against 313 such students for the fall term of the previous year. All such students have signed agreements to teach for two years after leaving the University, or have already taught for a sufficient length of time to entitle them to the teacher's free tuition. Moreover, all students availing themselves of this provision of the law, if they have not already done so, must meet the State's professional requirements in order to get this privilege. The 364 students now taking advantage of this privilege are distributed by classes as follows: Freshmen, 127; Sophomores, 100; Juniors, 75; Seniors, 42; Special student, 1; Graduate students, 19. Forty-three of this number have had previous teaching experience ranging from 2 to 12 years and are not therefore required to sign the usual teachers' notes. Fourteen others have taught for one year only. The following tables show the distributions of registrations in detail by quarters for last year and for the fall quarter of the current year.

Registration Statistics

Registration for Courses in Education
By Quarters and by Years

	1921-'22	1922-'23	1923-'24
Fall Quarter	86	131	158
Winter Quarter	179	184	
Spring Quarter	159	241	
Total registration	424	556	158*
No. of Individual Students	200	278	136*

CORRESPONDENCE AND EXTENSION COURSES IN EDUCATION FALL TERM, 1923-'24

Correspondence Students	92
Students in Extension Classes	202

Place	Instructor	No.
Reidsville	Jordan	21
Roanoke Rapids	Trabue	50
Sanford	Trabue	22
Lexington	Mosher	16
Salisbury	Mosher	18
Concord	Mosher	15
Gastonia	Mosher	16
Shelby	Mosher	44
		202

REGISTRATIONS FOR COURSES IN EDUCATION IN SUMMER SCHOOL, 1923

First Term	748
Second Term	317
	1065†

STUDENTS ACCEPTING TEACHERS' FREE TUITION PRIVILEGE

	1922-'23				1923-'24		
	Fall	Winter	Spring	Total	Fall	Winter	Spring
Graduate Students	17	2	2	= 21	19		
Seniors	44	5	0	= 49	42		
Juniors	44	6	4	= 54	75		
Sophomores	76	7	4	= 87	100		
Freshmen	116	9	2	=127	127		
Specials	16	0	1	= 17	1		
	313[1]	29[2]	13[3]	355[4]	364[5]		

* Fall Term only.

† Students in Normal School Courses not included.

[1] 31 have had teaching experience of from 2 to 10 years.

[2] 6 have had teaching experience of 2 years or more.

[3] 3 have had teaching experience of 2 years or more.

[4] 40 have had teaching experience of 2 years or more.

[5] 43 have taugth for 2 or more years and 14 others have taught for one year only.

The Staff Enlarged

Since my previous report our staff has been enlarged and strengthened by the addition of two professors, a librarian, and a statistical and research assistant in the newly organized Bureau of Educational Research. Dr. Esek Ray Mosher, formerly Professor of Mathematics in the Dillon Normal School of the University of Montana, and later professor of Educational Psychology in the Salem, Massachusetts, State Normal School, has been added to our staff as Professor of Education. During the regular college year Dr. Mosher works through the Extension Division devoting his entire time to extension teaching and correspondence instruction. Dr. Arthur Melville Jordan, formerly Professor of Psychology and Education in the University of Arkansas, has been added as Professor of Educational Psychology. Mr. George Bryan Logan has been added as Librarian for the School, and Miss Ada B. Viele, formerly a teacher in the Greensboro High School, has become statistical and research assistant in the Bureau of Educational Research. Mr. Lonnie Ray Sides, previously reported as teaching fellow in Education for this year, resigned in October, and Mr. David H. Briggs was appointed to succeed him and now holds the one teaching fellowship allotted to the School.

Mr. M. C. S. Noble, Dean of the School of Education and Professor of Pedagogy, was granted a year's leave of absence last June in order to complete the documentary history of education in North Carolina which he is preparing for the North Carolina Historical Commission.

Extra Class-Room Activities

Correspondence Courses. Our correspondence courses in Education are conducted through the Extension Division. The registration in such courses at the present time is 92.

Extension Teaching. Extension classes in Education are being conducted through the Extension Division this year in eight towns with a total registration of 202. (For details, see table above.)

The High School Journal. The High School Journal is published eight times a year by the School of Education. All the professors in the School contribute to its columns, as do other members of the University faculty. From one thousand to twelpe hundred and fifty copies are published and distributed monthly from October to May inclusive. The *Journal* is edited by the Professor of Secondary Education, and its business is handled through his office.

Teachers' Bureau. The School of Education conducts a teachers' bureau which is at the service of teachers and school officials and which is operated without cost to either teachers or officials. The annual registration of teachers runs from 300 to 500, most of whom register with the bureau during the Summer School. The bureau is conducted by the Professor of Secondary Education. For three months in the summer, when the demand is heaviest the services of a full-time secretary are required.

Orange County Schools. The School of Education coöperates with the Orange county school officials in the administration and supervision of the public schools of the county. This phase of our work is conducted by Dr. E. W. Knight, who meets regularly with the County Board of Education to give such expert advice and assistance as the board may need or desire. Dr. Knight also serves without pay as Assistant County Superintendent of Schools.

Bureau of Educational Research. The Bureau of Educational Research was organized in the School of Education on July 1, 1923, for the purpose of conducting and encouraging scientific research in the public schools of the State of North Carolina. This Bureau serves as a clearing-house for exact information about educational conditions in the State, collects and assembles the results of investigations conducted by other agencies dealing with school work, and carries on independent studies of a scientific nature. In addition to stimulating, projecting, and directing coöperative research in the schools of the State, the Bureau now carries in stock a well assorted supply of standard scales and tests for measuring the work of the schools. These may be purchased by schools at cost through the Bureau. Many thousands of tests have been distributed within the past year. It is now the principal center of distribution for this sort of material in this section of the country.

The staff of the Bureau is at present composed of the professors in the School of Education and one Statistical Assistant. The Bureau is equipped to conduct surveys of any phase of school efficiency, and its services are given without charge to public schools in the State. The work of the Bureau is under the direct supervision of Dr. M. R. Trabue.

Coöperative Research. Last year the School of Education carried out coöperative research projects in 19 elementary schools of the State in which 1291 seventh grade pupils were involved and in twenty-four high schools in which 880 seniors were tested. This year coöperative studies are underway that will involve some 10,000 high school pupils. Last year the abilities of seventh grade pupils were tested in Silent Reading, the fundamental operations in Arithmetic, Spelling, Handwriting, English Composition, and general academic power; high school seniors were tested for their abilities in Silent Reading, English Composition and for general academic power. This year about 10,000 high school pupils will be tested for quality and form in English Composition, Silent Reading, and Vocabulary. The results of last year's research have been published in mimeographed form through the Bureau of Education Research, and they will also appear in the January, 1924, number of *The High School Journal.*

Person County Survey. The School of Education is making a complete survey of the Schools of Person County preparatory to a complete reorganization of the system. The survey is under the direction of Dr. M. R. Trabue. It has been undertaken at the request of the State Superintendent of Public Instruction and of the school officials of Person County.

Lectures, Addresses. The members of the School of Education staff have, since my last report, visited some fifty-odd schools and teachers' meetings, and have delivered over 60 educational addresses and lectures in different parts of the State.

Coöperation With State Department of Education. The members of the School of Education staff are coöperating, as usual, with the State Department of Education in the inspection of high schools, in assisting in the several high school conferences, and in other ways. Dr. Trabue is serving as a member of the Commission on County Educational Reorganization, and Dr. Knight, as a member of the High School Text-Book Committee.

General Correspondence. The members of the School of Education staff, by virtue of their close contact with the schools of the State, their wide acquaintance with school officials, and their practical as well as theoretical knowledge of the State's school problems, are obliged to carry on constantly a rather considerable correspondence. Within the past year they have been called upon, as usual, by school officials and teachers to answer hundreds of letters of inquiry relating to almost every conceivable phase of educational administration and school procedure.

Purposes and Policies

The primary purpose of the School of Education is to prepare teachers and administrative officers for the schools of North Carolina. This statement must not, however, be taken to mean that we are at present undertaking in the regular college year to give the special training required for all classes of teachers, nor must it be interpreted as meaning that we conceive of our duties and obligations simply and wholly in terms of North Carolina's present needs and requirements. We are not, for example, attempting in the fall, winter, and spring quarters to provide the special training in the technique of teaching required of primary and grammar grade teachers. It may be that we shall be called upon in the future to provide such training to a larger extent than we are doing at present, but whether we shall take such course or not is a matter for future consideration. At present our efforts in the field of elementary education are, for the most part, limited to our summer term. Practically all our students wish to prepare for high school teaching or for administrative positions, such as principalships and superintendencies. Preparation for high school teaching falls largely in the undergraduate years; preparation for administrative positions falls mainly in the graduate field. In determining, then, our purposes and in formulating our policies, preparation for these two fields of educational work must first engage our attention. Here for the present, at least, is our field and our opportunity.

Present Curriculum Requirements: Some Proposed Changes

Our undergraduate students in Education constitute, from the standpoint of the immediate use to which they are likely to put their training on leaving college, a fairly homogeneous group. That is to say, practically

all of them are looking to high school teaching in North Carolina for a period of years at least whether they intend to make teaching their life-work or not. Our curriculum requirements for our undergraduate students preparing to teach should be determined mainly in the light of North Carolina's present and prospective needs for high school teachers.

At present our undergraduate student looking to high school teaching may enter either the College of Liberal Arts or the School of Education. The curriculum in the former leads to the straight A.B. degree; in the latter, to the A.B. in Education. If the student registers in the College of Arts he has to comply with the curriculum requirements for the straight A.B. degree. At the same time he is fulfilling the requirements for this degree, he can, by majoring in Education, meet the State's professional requirements for the Class A high school teacher's certificate. These two requirements at present almost preclude the possibility of a student's preparing himself adequately to teach some of the more common high school branches. For example, he may, on the one hand, not be able to ground himself adequately in such subjects as History and Economics, since both fall in the same general division of the College of Arts as does Education, thus practically precluding the Liberal Arts student from becoming well grounded in either of these fields; he may, on the other hand, earn his degree without being required to get a single course in any one of the fields of natural science taught in the high schools. This is because of the unfortunate grouping of certain subjects into the three general divisions in the College of Liberal Arts, coupled with our system of Junior and Senior electives. On the one hand, there is too rigid restriction, while on the other there is too great freedom. I am citing these facts not by way of criticising either the curriculum requirements of the College of Liberal Arts, or the State's professional requirements, but rather for the purpose of showing the unfortunate situation in which a prospective teacher may find himself who is called upon to meet our A.B. curriculum requirements and the State's professional requirements at the same time. Most of our students in Education are straight A. B. students who desire also to satisfy the State's professional requirements.

The situation is at present but little better for the student who registers in the School of Education and seeks the degree of A.B. in Education. This is true because the requirements for the straight A.B. in the College of Arts and those of the A B. in Education are so nearly alike. When the School of Education was organized, and its curriculum for the degree of A.B. in Education was set up, those who outlined the curriculum simply followed the straight A.B. requirements, and the changes that a developing situation demands have not been made in these requirements. Every year there are several students who satisfy the requirements for both degrees, so nearly alike are the requirements. (It should be said, in passing, that the required and elective academic subjects for the degree of A.B. in Education are administered by the several departments in the College of Liberal Arts.)

The figures given below showing the low correlation between academic specialization and teaching specialization of teachers in service illustrate

what is actually happening in the training of high school teachers, despite the efforts of the better schools to secure well equipped teachers for some of the more important branches. And just this sort of thing will continue so long as liberal arts curriculum requirements, as laid down by the colleges of this State, and of the South in general, are adhered to in the training of high school teachers.

For the year 1922-'23, 94 per cent of the teachers in the secondary schools of North Carolina that were then accredited by the State Department of Education were college graduates, and 20 per cent of them had done some graduate work. So far the showing was very good. It was better, in fact, than some of us had suspected. Of all teachers in this class of schools, 60.16 per cent were teachers of one subject only; 32.2 per cent taught two subjects; and 8.64 per cent taught three or more subjects. Now for some facts illustrating what important bearing college curriculum requirements have upon actual teaching conditions and standards of work in the secondary schools.

Of all special teachers in the schools under consideration, that is, teachers of one subject, 51 per cent were teaching that academic subject in which they had specialized in their undergraduate years, and 49 per cent of these special teachers were teaching subjects that were not the branches in which they had specialized. Taking now the special teachers of English, History, Latin, and Mathematics, we find the following percentages of them teaching the subject that had been their academic specialty or major subject: English, 55.77 per cent; History, 44.06; Latin, 24.07; and Mathematics, 21.23. Or, stated in opposite terms, 44.23 per cent of the special teachers of English, 55.94 per cent of the special teachers of History, 75.93 per cent of the special teachers of Latin, and 78.77 per cent of the special teachers of Mathematics in the accredited secondary schools of North Carolina for the year 1922-'23, had not specialized as students in the fields in which they were then specializing as teachers! Is it any wonder that so many high school graduates are so inadequately prepared for college work? It would seem that instead of putting the whole blame for poor preparation of students on the high school, the colleges would do well to examine critically their own curriculum requirements and ascertain just what preparation for good teaching prospective high school teachers are getting, and especially how it is possible for the graduate to fulfill the present degree requirements without being even fairly well qualified to teach a single one of the more important subjects required in practically all high schools.

I am not advocating that more of the student's time be given to the professional courses, that is, courses in Education. The amount of time now required is sufficient for the professional part of our curriculum; and we have this year worked out a more systematic and better correlated plan of professional work than has hitherto been possible. Further improvements, of course, can still be made and they will come in course of a little time. It is the academic and not the professional part of our curriculum which I am discussing in this report.

What I wish to emphasize is that, by a more judicious grouping of the academic subjects, the academic part of the curriculum can be made to bear a more direct relation to actual high school needs. It is not a difficult matter to work out a curriculum that will meet the "practical" needs of the schools and that will at the same time provide a sound basis for a broad liberal education. There are many factors that enter into the making of a good teacher, but one essential of good high school teaching that must not be neglected is reasonably sound scholarship and a sure and firm grasp of the subject matter to be taught.

Our Present Requirements. Our academic requirements for the first two years in the College of Liberal Arts and the School of Education are the same. They are as follows: English, 3 courses; Foreign Language, 6 courses—3 courses in each of two languages; History, 2 courses; Mathematics, 2 courses; Science, 2 courses. There are three elective courses. These are the uniform requirements for the first two years for all students regardless of their special abilities or probable future activities. It will be observed that 33 1-3 per cent of the student's time for these two years is devoted to foreign language regardless of any future use he may expect to make of it. It will be observed also that only 2 courses in Natural Science are required. In this connection we should remember, too, that not more than a third of our students remain with us beyond the Sophomore year. (For the year 1922-'23, there were 368 Juniors and Seniors and 1120 Freshmen and Sophomores.)

Proposed Changes. For the first two years of the curriculum leading to the A.B. in Education, I am proposing to our Administrative Board the following plan of studies: English, 3 courses; Foreign Language, 3 courses in one language, which should be either Latin or French; History, 2 courses; Mathematics, 2 courses; Natural Science, 4 courses—2 courses in each of the two branches, one of which must be Physics or Chemistry; Education or Psychology, 2 courses; elective, 2 courses.

For the Junior and Senior years our present grouping of electives needs to be modified so as to limit the student's major subject and his first minor to the academic subjects taught in the high schools. As noted above, it is not only possible at present for the student to choose both his major subject and his first minor from departments not represented in the program of studies in the secondary school. This arrangement is most unfortunate for the prospective high school teacher. Under the plan of Junior and Senior electives which I am proposing, the student would, at the beginning of the Junior year, choose his major and minor fields as under the present plan, but these fields would be limited to the academic subjects taught in the high schools. Of course, there should be additional requirements and certain limitations upon electives, the details of which I need not discuss at this point. For example, the student preparing to teach language might well be required to take two foreign languages as at present, but no such requirement should be made of the student preparing to teach Natural Science or Mathematics or History. The departments represented in the

program of studies of the secondary schools might well be grouped somewhat after the three general divisions, with such subjects as Psychology, Sociology, Philosophy, and Rural Economics taken out of the present groups and placed in a fourth group, along with Education, as "related subjects." Such a plan as I have attempted to sketch in outline would not violate our principles of "concentration and distribution" and it would enable us to function in a fuller measure in the training of high school teachers than we are able to function under our present scheme. It would shift emphasis in the following ways: In the Freshman and Sophomore years it would reduce the amount of time required for foreign language in the case of those not preparing to teach language; it would limit the foreign language, if only one is elected, to Latin or French; it would increase the amount of time to be given to Science; and it would require every graduate to get at least an elementary knowledge of either Physics or Chemistry. In the Junior and Senior years it would restrict the student's major and first minor to departments represented in the program of studies of the secondary schools. Such a plan violates no standards of scholarship; it is flexible enough to meet actual teaching needs and conditions; it would enable us to prepare high school teachers for the service they must perform; it is in accord with modern educational theory and practice. Some such plan must sooner or later be put into effect. These changes can be made without additional cost for instruction.

Graduate Work in Education

For the year 1922-'23 there were, according to the *Graduate School Catalogue*, February, 1923, 274 graduate students in the University. Of this number 121, or 44.1 per cent chose Education as their major field of study, and 23 chose it as a minor. The number choosing Education as their major field of study was almost equal to the total number majoring in the nineteen other departments of the University combined which were offering graduate work in 1922-'23. The nearest competitors as major fields of study were English with 53 students, History with 19, Chemistry and Sociology with 12 each, and Psychology with 10.

Of the 31 candidates presented at Commencement, 1923, for the degree of Master of Arts, 6 had done their major work in Education. At the same time the Doctor's degree was conferred on one candidate whose major field was Education.

These facts are cited not by way of drawing comparisons, but for the purpose of calling attention to an actual situation that challenges our best thought and effort. They show unmistakably that the University faces a real opporunity in the graduate field—especially for graduate work in Education—and that a greater demand for such work here comes from the school people, mainly high school teachers and administrative officers, actual and prospective, than from any other single group of our citizenship—almost as great, in fact, as is the demand from all other groups combined. This demand will increase if the field is cultivated, proper encouragement given,

and adequate facilities provided. As noted above, our greatest opportunity for graduate work in Education is in the professional preparation of administrative officers, such as high school principals and superintendents.

Most of our students in this field register with us in the Summer School, but we should and can attract larger numbers in the regular college year. Graduate work in Education for these officials is being stressed to a greater degree than ever before; for them, advanced special training has come to be almost necessary, under the State's progressive certification requirements, in all the better school systems. Here, is our greatest opportunity for graduate work in Education, and here is the field in which we can render greatest service to the cause of education in the State and in the South.

In Conclusion

There are several other important problems of the School of Education engaging the attention of the member of our staff to which no reference has so far been made. And, too, there are important details of policy, in addition to those I have mentioned above, and opportunities of which I have made no mention. Next after the proposed changes in our curriculum requirements, to a discussion of which I have devoted the greater part of this report, should come the establishment of a training school in conjunction with the Chapel Hill School, in which prospective high school teachers should have as a part of their professional training some practice teaching under expert teachers. (The general plan of organization for such a school I have outlined to you in a previous memorandum.) In the near future the School must have a psychological laboratory for instructional and experimental purposes. (A brief memorandum on the need for this has been submitted to you by Dr. Jordan.) With the increasing opportunities for service that are continually coming to the Bureau of Educational Research, it is only a question of time before a greatly increased budget will be necessary, or else the Bureau will be obliged to restrict the scope of its operations. The need for a larger budget was, of course, foreseen before the Bureau was organized. The work the Bureau is doing is of such fundamental importance to the State's educational progress that we must in some way provide the funds necessary for it to carry on that work and to enlarge upon it.

Respectfully submitted,

N. W. WALKER, Acting Dean.

School of Engineering

REPORT OF THE DEAN

To the President of the University:

I have the honor to submit herewith the report of the School of Engineering for the year ending December 1, 1923. Since June, 1922, the Engineering Departments, at the present time comprising Civil and Electrical, have been under the jurisdiction of the School of Engineering, which was authorized by the Board of Trustees on the above date. Our enrollment has increased over that of the past year, the registration in September being 160 students for both departments. The following table shows the division of students by classes and departments for the scholastic year 1923-24:

Course	Freshmen	Sophomores	Juniors	Seniors	Research Fellows	Total
B.S. in Civil Engineering	31	19	12	7	3	72
B.S. in Electrical Engineering	33	22	17	16		88

Constant improvement is being made in our laboratories, which have been developed with the idea in view of providing not only a place for class instruction, but an incentive for the student to engage in useful research studies. In connection with the proposed construction of a dam and power house on Morgan Creek to provide a new and adequate water supply, it is urgently recommended that there be included in the plans a hydraulic laboratory and appurtenances for carrying on hydraulic investigations. There is no more important corollary to the growth of the State than the most economic development of its water powers, and control of its streams. There is an almost unprecedented opportunity to construct on Morgan Creek a hydraulic laboratory whereby it would be possible not only to give superior instruction in hydraulics and water power, thus preparing our graduates for service with towns, cities and power companies in connection with water supply and water power projects, but also to carry on tests on water wheels, rate current meters, and make scientific investigations relating to stream flow, discharge over dams, silting, etc., which are badly in need of study. Principal officials of power companies in the State, eminent hydraulic engineers practicing here and others have written as follows regarding the proposed laboratory:

"I think it a very fine thing indeed to have in the South, and am sure that the results which you will obtain from your laboratory will pay for its cost many times. . . . Such a laboratory will fill a gap in the needs of hydraulic development in the South. . . . We are very much interested in any results you may obtain in connection with evaporation tests and silting tests. . . . There is no question but that it will be of immense value to municipalities and industries in the study of improvements. . . .

The program of design and construction you have outlined will be of great scientific value, not only to the industries, municipalities and public utilities of this region but to the country at large. . . . The plan . . . is complete and should be of value to the industries of the State. . . . Our engineering firm has long felt the need of such a laboratory. . . . This is a great step forward, worthy of your great State.''

Through our coöperation with the State Highway Commission during the past two years the Engineering School has completed some valuable studies relating to the design of highway subgrades. Part of these studies entitled ''Capillary Moisture in Highway Subgrades,'' which were performed under the direction of Professor H. F. Janda by Research Fellow Mr. R. J. Morton, are of such practical value that the thesis will be published as a bulletin by the Highway Research Council of Washington, D. C. During the past year Mr. Morton carried on other studies relating to the hydrology of North Carolina. The results of these studies were presented in a joint paper by Professor Saville and Mr. Morton before the North Carolina Academy of Science. In addition to these studies Mr. A. Hill completed with Professor Saville studies for a new sand analysis chart for analysing sand used in water filtration. This chart is being used by the North Carolina State Board of Health and is being considered for adoption by the American Water Works Association.

Because of numerous inquiries from high school graduates concerning a course in Mechanical Engineering we will add to our School the Department of Mechanical Engineering effective September, 1924. The curricula of the Civil, Electrical and Mechanical Departments are strikingly similar for the first three years, differentiation occurring only in the senior year. The addition of this new major department to our School will, therefore, not mean any increase in our teaching staff. Our laboratories are already designed so as to give the Mechanical Engineering students adequate laboratory instruction and the shop experience will be gained during their junior coöperative year.

The coöperative course, whereby our junior students only, alternate between University work and outside industries, has now been in operation since September, 1922. The firms with which we are coöperating are: R. H. Bouligny, Inc., Carolina Power and Light Company, Durham Public Service Company, Southern Power Company, Southern Railway, Tide Water Power Company, Southern Public Utilities Company, State Board of Health, and State Highway Commission. This departure from the regular four-year system of education has undoubtedly justified itself and the results that have been obtained have convinced even the most skeptical that the coöperative course is a distinct step forward in engineering education. I could cite outstanding examples where this particular kind of training has had a marked effect on certain students in giving them a better and clearer view of the broad future of their life's work. Besides being of much benefit to our own student body, this coöperative training in some instances at least, has been rendering an indirect service to the employers of our coöperative

students. During a conversation with an official of one of these firms Professor Lear asked whether any outstanding advantage was accruing to the firm on account of this coöperation. The reply he received to his inquiry was that, "The presence of the coöperative students in the organization tended to improve the general tone of the work, and created an atmosphere of ambition among the foremen to learn as much, or more, about the class of work they were directing as the young coöperative students working in their organization."

I have already pointed out that we do not sacrifice the University spirit and contact because of this coöperation, since the Freshmen, Sophomores, and Seniors attend the University full time while the Junior class only attend the University on a part time basis. Still by careful and judicious selection of jobs this one year of coöperative training gives the student that valuable outside contact that is so necessary in the training of engineering students.

The opportunities presenting themselves for the engineering student whose educational advantages are permitting him to receive a broad cultural professional training are vast indeed. Positions requiring high executive ability with railroad companies, large industrial corporations, city and State commissions, government bureaus, etc., are incessantly calling for engineers of sound professional training. In a recent report of the National Industrial Conference Board entitled "Engineering Education and American Industries" the following statements are found: "The outstanding fact of this study is that the country must not only supply replacements for the 1,500,000 administrators and technical experts, but must also supply 400,000 more persons for positions of responsibility by 1930. . . . At the present time our engineering schools are turning out about 9,000 graduates per year, many of whom go into occupations outside of the manufacturing and mechanical industries, so that it is difficult to tell how many act as replacements in the base group in these industries, but it is obvious that the number of replacements required and the number of new positions created annually constitute a demand far in excess of the number of graduates who desire such positions."

No doubt when the Board of Trustees established an Engineering School in the University of North Carolina they had in mind the great development of the natural resources that is going on in the State and a direct connection here with the urgent need for the solution of technical problems involving the health and happiness of the people and they therefore wisely determined to provide at the University a place where young people of the State may train themselves for leadership in the engineering profession. It is no doubt a generally accepted proposition that it is wise and opportune that strong emphasis is being placed on the training of engineers in the State University because of the great need at the present time of this kind of training. However, there are other reasons why engineering courses should be offered at the University. I do not recall a single State university in America nor, for that matter, a prominent cultural university, that does

not offer engineering courses. It seems to have been an accepted plan in the make-up of American universities that engineering courses should form part of the university curricula as well as the cultural and other professional subjects; and it is fortunate for the engineering profession in America that this was the case. Engineering educators realize that engineering students must necessarily receive a rigid technical training, and therefore, in the present four-year course it is not possible to incorporate as many cultural subjects as they might wish to include. Extended instruction in such subjects as History, Psychology, Philosophy, Biology, English literature, and a number of others should form part of the education of every well educated man and particularly does this training apply to engineers. Receiving their training at a cultural university places an engineering student in close contact with teachers of cultural subjects, and students pursuing studies in the liberal arts courses and through association much of the broader and cultural knowledge is undoubtedly absorbed by the engineering student, thus preparing him for a more successful future as well as for broad citizenship. This fact is observed in our every-day life, but applies particularly to young people in their formative period.

Furthermore, I might add that tradition is sometimes a strong determining factor as to whether certain courses should be offered at an institution. It is probably of historical interest that the first student attending the University of North Carolina—Hinton James from Wilmington, who entered in January 1795—selected engineering as his vocation and became prominent in the State in connection with the improvement of navigable streams.

Engineering courses were offered at the University as far back as 1852 when Charles Phillips was made Professor of Civil Engineering, the Department of Civil Engineering being included in the "School for the Application of Science to the Arts." This arrangement continued until the University was closed in 1868. In the first year after the re-opening, 1875-76, the College of Engineering is listed in the catalog with an outline of the course of study covering three years. In 1888-89 Engineering and Mathematics were united under one department, but when the Department of Applied Science was formed in 1904-5 the engineering courses were included in this department. The Department of Applied Science became the School of Applied Sciences in 1907-8 and the Department of Chemical, Civil and Mining Engineering and Soil Investigation are listed as parts of this School of Applied Sciences in the catalog of 1909-10. The departments of Engineering continued under the School of Applied Sciences until June 1921 when the School of Engineering was authorized. This brief history, compiled from the official catalogs by Dr. T. J. Wilson, Jr., shows that the training of engineers had many years ago become an accepted part of the University curriculum.

The School of Engineering is attempting to train young men for professional leadership and no effort is being made to offer secondary technical training. However, there is great need for training of the latter

character fitting young men for minor positions in the industries and engineering operations of the State. It should be recognized that not all high school graduates are mentally inclined to pursue an advanced course in Engineering; but many would find suitable vocations in the various industrial activities of the State if adequate secondary technical instruction could be gotten at an institution offering intensive short courses of a technical character.

The following additions were made to the School of Engineering in the past year: Professor Albrecht Naeter joined our teaching staff September 1, 1923, as Associate Professor of Electrical Engineering, substituting for Professor P. H. Daggett, who has been granted a year's leave of absence for 1923-24. Professor Naeter is a graduate of the University of Texas with the degree of B.S. in Electrical Engineering, and received his M.S. degree at Cornell. He has been an assistant in mathematics at Texas, and for the past four years has been an instructor at Cornell, giving senior work in electrical machine design, power plants and laboratory. Mr. Ralph M. Trimble was appointed Instructor in Engineering September 1, 1923. He received his engineering education at the University of Virginia and he was granted the degree of B.S. in Civil Engineering in 1921. Mr. Trimble came to us from Yale University where he has been serving as Instructor in Mechanics and Materials. Mr. P. M. Gray was appointed Instructor in Electrical Engineering in September, 1923. He received his B.S. degree in Electrical Engineering from the University of North Carolina in June 1922, and served as Assistant in Electrical Engineering during the term 1922-1923. Mr. O. E. Martin, who received his engineering training at the University of North Carolina, was appointed part time Instructor in Engineering September, 1923.

Respectfully submitted,

G. M. BRAUNE, Dean.

School of Public Welfare

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor of submitting our fourth report of work done by the School of Public Welfare. As in other years, I beg to report the activities of 1922-23 under five divisions:

Instruction in Sociology and Social Problems.
Professional Training for Social Work.
Community Service and Social Engineering.
Research and Publications.
Coöperation with State Departments.

Instruction in Sociology and Social Problems

The work of instruction falls naturally into seven headings: instruction in regular college classes, instruction to graduate students, instruction to a limited number of professional students, instruction in the summer session, instruction in correspondence courses, instruction in extension courses, and special institutes of public welfare. The latter will be discussed in connection with professional training for social work. The addition of the full quarter in the summer session added materially to the total enrollment, the aggregate number of students in Sociology for the summer, registered for full credits, being 361. These were enrolled from seventy counties in North Carolina, eleven from South Carolina, five each from Georgia and Alabama, four from Virginia, and others from Tennessee, Florida, and Mississippi. These were about equally divided among college credit students, graduate students, teachers, and social workers. During the year prior to the summer session the aggregate enrollment was one hundred and sixty. Six correspondence courses have been given with a total enrollment of something more than one hundred. Four extension courses have been given by instructors in this School at Oxford, Durham, and Roxboro with an enrollment of approximately eighty. The special details of these two last will be found in the report of the Director of the Extension Division, exclusive of the institutes, more than seven hundred were taught for college or university credits. Nevertheless, for the most part, courses in Sociology are elected by undergraduate students in the University only in a limited way. There is needed some coöperative plan with other departments emphasizing the fact that courses in Sociology are not necessarily limited to those who are working for professional social work.

Professional Training for Social Work

Instruction looking toward professional training for social work is carried on under two heads: class room instruction and field or laboratory work.

The class room instruction is given alongside the other courses listed except that such courses as family case work, juvenile delinquency, the juvenile court, and the family, are limited to students working for professional training. Plans for field work in juvenile courts and family case work is in the charge of Mr. Wiley B. Sanders assisted by Mr. George Lawrence, Teaching Fellow, and Miss Minnie Harmon, Secretary of the Durham Red Cross Chapter. An arrangement has been made with Orange and Chatham counties whereby Mr. Lawrence becomes Assistant Superintendent of Public Welfare, while in Durham Miss Harmon makes contacts and supervises case work there. Field work in community play and recreation is in the charge of Professor Meyer.

One of the most important and interesting parts of the training for professional work is the Institute of Public Welfare held in the summer. During the 1923 Institute there was an enrollment of almost one hundred. Attendance on classes was required and, in coöperation with the State Department of Public Welfare, a system of certificate credits was begun. At this Institute a number of specialists were present and the quality of work was the best of any Institute held so far. During the summer Dr. J. F. Steiner taught at the University of Chicago and in his stead we had here Dr. Joseph K. Hart, Educational Editor of *The Survey*, who contributed greatly not only in his regular classes but to the Institutes also. We had calls for more than twice as many well trained workers as we could supply, and there is still need for a small increase in the present enrollment of young men and women of ability who wish to train for social work. It now seems advisable to make efforts to establish extra fellowships and scholarships and perhaps to offer certain prizes for the best actual field work and social study done at the University.

Community Service

In the field of community service the work is necessarily varied. An example of the types of work being begun on a small scale will be found in the coöperation with Durham in the social survey, in providing an executive secretary for their community chest, and in the various executive and committee meetings in which members of the staff participate. A similar plan will be found in the coöperation with Chatham county whereby our Teaching Fellow becomes Assistant Superintendent of Public Welfare without pay, thus working out our problem of coöperation and their problems of public welfare. More than one hundred contacts with towns have been made by the staff through its extension work and talks. Members of the staff head up three of the bureaus of the Extension Division of the University: Community Service, Municipal Information and Research, and Short Courses and Institutes. I refer you to the reports of these bureaus. In addition to these, Mr. Wiley B. Sanders is Executive Secretary of the State Conference for Social Work, while Dr. Steiner continues as Chairman of the Committee of One Hundred on Prison Legislation. Mr. Meyer has visited quite a number of counties with special reference to providing

programs of play and recreation. We are still working on a plan, and hope that some assistance can be had, to establish our Bureau of Municipal Information and Research through the Extension Division on a scale adequate to the request of North Carolina municipal officials. There are so many projects needing attention that it is clear that the work must still be unsatisfactory and incomplete. Two typical projects which we wish to begin gradually, however, may be mentioned. One is a series of industrial social institutes in the spring at which the national Secretary of Labor, Commissioner of Education, Social Service Secretary of the Federal Council of Churches, and our own group will participate. While plans have not been completed, it now seems probable that this experiment will be carried out in a half dozen towns in North Carolina, and one or two in South Carolina. Another plan which we ought to carry out by all means is that of providing a member of the staff, who can direct the community chest campaigns for each of the larger cities in the State. The experiment of this year with Mr. Brearley at Durham will be watched with great interest. These are but few of the things which we ought to do, substantial beginnings of which perhaps we have made.

Research and Publication

The most gratifying part of the work, in the field of research and publication, has been the completion of the first year of *The Journal of Social Forces.* Its reception, both in this State and in the other states, has been most satisfactory and its contributions have generally been estimated to be of permanent value. The *Journal's* subscription list is growing substantially with an unusually large constituency for an academic journal, going into practically every State in the Union. North Carolina furnishes a little more than 25 per cent, New York a little more than 10 per cent, and with all told about 40 per cent of the subscriptions in the Southern States. In addition to the contributors from this University and southern universities, there have been among others represented in *The Journal,* Columbia University, Harvard, University of Chicago, University of Wisconsin, University of Minnesota, University of Kansas, University of Michigan, University of California, Ohio State University, University of North Dakota, University of Missouri, Brown University, Western Reserve University, University of Southern California, Cornell University, George Washington University, University of Washington, Haverford College, Smith College, Goucher College. Members of the staff have contributed to the *American Journal of Sociology, Annals* of the American Academy, *Journal of Social Forces, The Nation's Health, Proceedings* of the National Conference for Social Work, while a number of bulletins have been prepared for the Extension Division. Special studies being made by this department are reported in the graduate bulletin "Research in Progress." The objective of *The Journal,* as well as other research attempted, is a larger social study and interpretation, in which some research and journal fellowships are much needed.

Coöperation With the State Department

As heretofore, one of the most pleasant and profitable aspects of the work of the School has been that of coöperating with the State Department of Public Welfare. In many ways and on many occasions, we have found the effective program being carried out by the Commissioner of Public Welfare, an object lesson and a medium through which we can carry out our work. The publication of that department, especially its bulletins and its "Public Welfare Progress," are making a vital contribution to the social progress of the State. The institutes of public welfare previously described, under the direction of the State Commissioner with our coöperation, are perhaps the most outstanding efforts of the year. It constitutes a peculiar pleasure when opportunity offers for different members of the staff to coöperate with Mrs. Kate Burr Johnson, the commissioner, in every way possible. The School, as a member of the American Association of Training Schools for Professional Social Work, has presented the North Carolina Plan at the national meeting and has participated in various State and national conferences.

Conclusion

Mention has been made of the need of certain fellowships and scholarships. It seems to us that it will be well to establish a small number of journal, research, and social work scholarships based on private endowment by those who are particularly interested in this field. I know of no better opportunity. This need might be illustrated by *The Journal* itself which receives from the University only about a sixth of its maintenance. And while this and other efforts will be able to maintain themselves on limited bases, the returns would be much greater and the opportunities almost unlimited if more facilities were available.

Respectfully submitted,

HOWARD W. ODUM, Director.

The Summer School

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to submit herewith my report of the University Summer School for the year 1923.

For the first time in the history of the Summer School, a second term of six weeks was conducted, somewhat as an experiment. It proved to be so successful from every viewpoint that it will be continued as a part of our summer program of work. The four accompanying tables show the departments that were in operation, the courses given, the instructors, and the number of students registered in each course. These facts are shown separately for each of the two terms and for each of the two major divisions of the Summer School, the College Division and the Normal School Division. A fairly complete exhibition of the work of each division and of each term is thus given separately.

The Summer School of 1923 not only measured up most favorably with previous sessions, but it also reached higher levels in many respects than had hitherto been attained, notably in the greatly increased number of advanced students enrolled.

There were enrolled 1299 students in the first term and 514 in the second. Deducting duplicates, the total number of individual students was 1494 as against 1348 for the preceding year.

Distribution of Students by Classes and by Terms

First Term		Second Term
Graduates	230	73
Undergraduates	582	305
Normal	450	136
Engineering	18	
Music (special)	19	
	1299	514

	Graduates	Undergraduates	Normal	Engineering	Music (Special)
First term only	179	369	394	18	19
Second term only	22	92	81		
Both terms	51	213	55		
	252	674	530	18	19

Miscellaneous Statistics

There were enrolled 608 men and 886 women; 809 were teachers; 222 were preparing to teach; 7 were registered for work in Public Welfare; 674 were studying for college credit; 252 were registered in the Graduate School.

There were 1320 students from North Carolina representing 96 counties. Green, Mitchell, Transylvania, and Watauga counties were not represented. Orange County was represented by 86 students; Johnston, by 41; Mecklenburg, by 37; Durham, by 32; Forsyth, by 32; Granville, by 32; Iredell, by 32; Wayne, by 30; Alamance, by 29; Guilford, by 29; Wake, by 28; Gaston, by 27. South Carolina sent 101 students; Virginia, 25; Tennessee, 4; Georgia, 19; Alabama, 8; Mississippi, 1; Louisiana, 2; West Virginia, 3; Pennsylvania, 1; District of Columbia, 2; Maryland, 2; Connecticut, 1; Cuba, 2; Arkansas, 1; Rhode Island, 1; Oklahoma, 1.

One thousand, two hundred and twenty-seven (1227) out of the 1494, or 82.1 per cent, had received training above high school against 78 per cent last year; 853 out of 1494, or 57.8 per cent, were studying for college or university credit against 49.7 per cent last year, and 44.4 per cent in 1921. Three hundred and twenty-four, or 22.4 per cent of the total enrollment hold degrees as follows: A.B., 252; B.S., 32; B.L., 7; Ph.B., 9; B.P., or B.Ed., 5; LL.B., 2; Ph.G., 1; A.M., 16; S.M., 1.

One thousand, four hundred and forty-three (1443) students indicated their church affiliation as follows: Methodist, 467; Baptists, 430; Presbyterian, 259; Episcopal, 81; Christian, 66; Lutheran, 41; Friends, 23; Jewish, 11; Reformed, 8; Moravian, 8; Roman Catholic, 6; Universalist, 7; Christian Science, 3; Congregational, 5; Pentecostal Holiness, 4; Church of the Brethren, 1; Church of God, 1; Swedenborgian, 1; Unitarian, 1.

The Demonstration School

The Demonstration School, for grades 1 to 7, was conducted throughout the first term of the Summer School. There were 96 pupils enrolled, with an average daily attendance of 71.6. There were four special teachers in addition to the superintendent in charge, who was Miss Myrtle Green. In addition to the regular class work, which was observed by 125 primary and intermediate teachers daily, there were 97 special demonstrations for the classes in primary methods. The statistics for the Demonstration School are not included in the registration statistics.

The Teachers Bureau

The Teachers Bureau was conducted during the first term by Superintendent E. E. Sams and during the second by Superintendent I. C. Griffin. The secretary of the Bureau is one of the busiest officials of the Summer School. In the first term alone there were calls for over 500 teachers, and there were nearly half that number in the second term. Both Mr. Sams and Mr. Griffiin rendered most satisfactory service, and both were of great assistance both to teachers and to school officials.

Institute of Public Welfare

The Institute of Public Welfare, which has become a regular feature of the Summer School, was conducted jointly by the State Department of Public Welfare and the University School of Public Welfare, July 15 to

26. Students in the Summer School were free to attend such sessions of the Institute as did not conflict with their schedule of recitations, and many of them availed themselves of the opportunity. There were 80 others in attendance, mainly Superintendents of Public Welfare, and directors of community work, and the heads of several of the State's institutions. Those attending the Institute were not required to pay registration fees. These are not included in the registration statistics.

Y. W. C. A.

The Y. W. C. A. was again conducted under the auspices of the South Atlantic Field Committee of the Y. W. C. A. For several years the association has been a most active and helpful agency in the religious and recreational life of the campus. Miss Caroline S. Sclater, assisted by Miss Lois Williams, served as secretary for the first term, and Miss Frances Boyd served in this capacity in the second term. These young ladies rendered excellent service. It should be added that Mr. H. F. Comer, Secretary of the Y. M. C. A., coöperated in all possible ways with the young ladies both in the planning and the carrying out of the programs. His invaluable services made the work much more effective than it otherwise could have been.

Social and Recreational Activities

The social functions of the Summer School, other than those under the auspices of the Y. W. C. A., were of the same general character as those of previous years. Dean Francis Bradshaw again served as chairman of the committee having the major social functions in charge, and he and his committee rendered a service that was highly commended on all sides. This committee has an exceedingly difficult task to perform, and the fact that no friction developed and no dissatisfaction was expressed from any quarter is sufficient testimony to the effective work of this committee.

Lectures and Entertainments

A varied program of entertainment and instruction was provided for each of the two terms. This program was made up of public lectures, dramatic performances, and musical numbers. Special mention may be made of the following:

A series of three lectures on Jewish History and Literature, by Rabbi Abraham Neuman, of Philadelphia, who came under the auspices of the Jewish Chautauqua Society of America, and without expense to the Summer School.

Three dramatic performances by Clifford Devereux and his company of players of New York.

A song recital by Miss Ethlynde Smith, of Portland, Me.

A series of lectures and demonstrations on Music Appreciation by Miss Margaret Streeter.

A series of lectures and "Community Sings" conducted by Dr. P. W. Dykema, of the University of Wisconsin.

The Music Festival, under the direction of Professor Paul John Weaver, presenting a program by Paul Althouse of the Metropolitan Opera Co., and "The Golden Legend" by the Summer School Chorus assisted by Irene Williams, Judson House, and Winifred DeWitt.

A series of five lectures by Dr. C. Alphonso Smith, head of the Department of English in the United States Naval Academy.

A program by Gay McLaren, impersonator, of New York.

A song recital by William Breach, of Winston-Salem.

"The Comedy of Errors," presented by the Carolina Playmakers.

A small fee, just sufficient to cover the cost of the entertainment program, is charged each student at the time of registration. All registered in the Summer School are then given tickets to all performances. This enables us to put on a superior program of entertainment and at the same time to be protected against financial loss. It also insures a large attendance for all the performances. This plan was introduced in the Summer School of 1922, and it has worked admirably for the two years it has been tried.

Session Characterized by Good Work

It seemed to be the general impression of the University Faculty members and others officials that the session of 1923 was in all respects the most successful summer session ever conducted by the University. Comments to this effect were heard on every hand.

In conclusion, let me thank you, Mr. President, for the unfailing support and coöperation which you have given me at all times in my efforts as Director of the Summer School to direct it to higher planes of efficiency and to broader fields of service.

Respectfully submitted,

N. W. WALKER, Director.

The University Extension Division

REPORT OF THE DIRECTOR

To the President of the University:

I beg to submit the eleventh annual report of the University Extension Division for the period from November 1st, 1922, to October 31st, 1923.

Extension Teaching

One method of judging the effectiveness of university extension service is to be found in the growth, scope, and standards of extension teaching. By extension teaching is meant the giving of definite instruction to non-resident students through regularly organized extension classes and correspondence courses.

The *growth* of our extension teaching program is strikingly illustrated by the following table which reviews the expansion during the last four years:

	Year ending Oct. 31, 1920	Year ending Oct. 31, 1921	Year ending Oct. 31, 1922	Year ending Oct. 31, 1923	Totals
Extension Class Students		46	199	901	1,146
Correspondence Students	24	111	202	376	713
Totals	24	157	401	1,277	1,859

These statistics take into account only individual students, not course registration, and they contain no duplicates.

The *scope,* or geographic distribution of extension class and correspondence students, shows that no part of North Carolina has been neglected. Extension classes were held in 31 towns and cities distributed from Waynesville to Washington. Students from almost every county in the State were enrolled in correspondence courses.

High *standards* for all extension courses have been set and maintained. No student is allowed credit for an extension class or correspondence course until he or she has met all the entrance or advanced standing requirements of the University. According to a faculty ruling, passed upon request of the director, "All credit courses given either by correspondence or extension class instruction must receive the approval and supervision of the Head of the Department and the Dean of the School under which the subject falls and the Extension Administrative Board." The quality of instruction has been excellent, due to the fact that only members of our own faculty have done the work, and that extension teaching naturally attracts to it ambitious and high-grade students.

The securing of Mr. George B. Zehmer, formerly associate professor of education at William and Mary College, as associate director of the Division and director of the Department of Extension Teaching, has made possible the rapid expansion of this program, particularly the extension class work, for which the demand from the State has been very insistent. Seventeen extension classes with an enrollment of 381 students have been organized by him during the fall of 1923. The entire program of the Department of Extension Teaching will be efficiently and rapidly developed under the leadership of Mr. Zehmer, whose experience and training qualify him excellently for this important work.

The experiment of employing full-time instructors to teach extension classes and correspondence courses has been tried out for the first time this year. Dr. E. R. Mosher, formerly acting president of the Montana State Normal College, was secured for this work with the rank of Professor of Education in the School of Education. The results of Dr. Mosher's earnest and effective work seem to justify the policy of employing additional full-time extension instructors in certain other schools and departments of the University. This method provides the only means whereby the University can conduct classes in communities located at some distance from Chapel Hill. The requests from such communities for extension classes are numerous and urgent.

Encouraging Factors

If the work of the Extension Division during the year has been successful, it is due to the excellent coöperation of the faculty and the wise leadership of the President. One of the encouraging developments has been the increased interest in extension service on the part of several departments which formerly had time to carry on residence work only.

Letters of appreciation and editorials commenting on the extension service have been numerous. The Durham *Herald* is quoted as follows:

> Hundreds of men and women in all walks of life throughout the State today are using the services of the University for better fitting themselves for their chosen work. A whole book could be written telling of the service the University is rendering the people of the State outside of its regular academic instruction.
>
> Those things, as we see it, make the University something more than an educational institution where boys and girls may earn a B A., M.A., or some other of the customary degrees conferred by universities and colleges. If it didn't confer a single degree, but carried on the great work it is now doing out in the State it would more than justify its existence and cost to the people.

The high attendance record and expressions of appreciation of the 381 physicians of the State who took summer post-graduates medical extension courses in 1923 justify the continuance of this work.

The arrangements whereby the new monthly sheet, *North Carolina Commerce and Industry,* is published coöperatively by the North Carolina Commercial Secretaries' Association, the Extension Division, and the School of Commerce of the University have proven very satisfactory.

The devotion and loyalty of all members of the extension staff to the work of the Division has greatly increased its effectiveness. Additions to the staff of the Division for the year besides those mentioned above are as follows: Miss Marcelle Pendery, secretary of the Department of Extension Teaching; Miss Mary Daniel and Mrs. C. E. Correll, stenographers in the Bureau of Correspondence and Class Instruction; Miss Clara B. Cole, secretary of the Library Extension Service.

Work of the Several Bureaus

The work of each bureau of the Division has grown steadily during the year. Progress in certain bureaus has been outstanding. The reports of the services of these bureaus, made in full to the director by those in charge, are briefly summarized below.

High School Debating and Athletics

Mr. E. R. Rankin, associate director of extension, has had charge of the high school debating and athletic work since its origin in 1912.

Two hundred and fifty high schools in 92 counties took part in the eleventh annual contest of the High School Debating Union. Sixty schools won both of their triangular debates and sent their teams, numbering 240 debaters, to the University to take part in the finals on April 12 and 13. The query discussed was: Resolved, That Congress should provide for the enforcement of decisions of the Railroad Labor Board. In the final debate on April 13 the Elizabeth City high school won the award of the Aycock Memorial Cup.

The number of schools taking part in the various high school athletic contests in the course of the year was 185. The Asheville high school won both the football and basketball contests; the Pomona high school won the baseball contest; the Charlotte high school won the track meet; the Goldsboro high school won the tennis singles, and the Charlotte high school the tennis doubles.

Sixty high school students in 25 schools submitted papers in the second annual State high school essay contest on the subject, "The Influence of Good Roads Upon the Religious Life of My Community." The essay submitted by Miss Margaret Beaufort Miller of the Winston-Salem high school was voted the best by the judges, and hence the award of the trophy cup went to the Winston-Salem high school.

In the annual State high school typewriting contest the Winston-Salem high school was successful in winning the award of the trophy cup offered by the University Extension Division.

For the use of the schools taking part in the contest of the High School Debating Union there was published a 92-page handbook, entitled "The Enforcement of Railroad Labor Board Decisions," Volume II, No. 5, of the University of North Carolina Extension Bulletin, Nov. 1, 1923.

The second annual coaching school for North Carolina high school athletic coaches was conducted at the University from August 29 until

September 8. Messrs. R. A. Fetzer and W. McK. Fetzer, were in charge of the school as joint directors. Instruction was given in coaching of football, baseball, basketball, track and tennis. Thirty men from four states were regular students in the coaching school.

Plans are being made now for inaugurating this year an annual contest in high school journalism.

Educational Service and Research

The extension activities of the School of Education are summarized below. A complete report of the extra class-room activities of the School of Education will be found in the annual report of Acting Dean Walker.

Eighteen correspondence courses were offered and the registration of students on October 31 was 92. Eight extension classes were conducted with a total registration of 202 students. Professors Mosher, Trabue, and Jordan were in charge of these classes.

Preparatory to a complete reorganization of the county school system the School of Education is making a complete survey of the schools of Person County under the direction of Dr. M. R. Trabue.

Eight numbers of *The High School Journal,* edited by the Professor of Secondary Education, were published during the year and distributed to over one thousand persons in the State.

The newly established Bureau of Educational Research, in addition to stimulating and directing coöperative research in the schools of the State, has distributed thousands of intelligence and achievement tests with a great saving of inconvenience and expense to the schools. The bureau is now the principal center for distribution of this material in this section of the country.

The School of Education conducts without charge a teachers' bureau which is at the service of teachers and school officials. The annual registration of teachers is from 300 to 800.

Dr. E. W. Knight, serving without pay as assistant superintendent of the Orange County Schools, has continued to aid in the administration and supervision of the public schools of the county.

Other extension activities of the staff of the School of Education are summarized as follows: Conducted coöperative studies involving 10,000 high school pupils; visited more than fifty schools and teachers' meetings; delivered more than sixty lectures in different parts of the State; coöperated with the State Department of Public Instruction in promoting its work; answered hundreds of letters requesting information relating to all phases of educational administration and school procedure.

Public Discussion

A review of the statistics of the Bureau of Public Discussion shows a striking increase in the amount of work accomplished since the last report. The number of women's clubs in the State assisted with regular programs and library service was 219; that of clubs out of the State using printed

programs 181; total 400. Since the total number of clubs served the previous year was 167, this work has been more than doubled. Other statistics are as follows:

	1921-22	1922-23
Books and pamphlets sent to clubs in the State	3,123	4,081
Parent-Teacher Associations receiving bulletins and other aids	145	204
Estimated number of club women served		6,100

The following subjects, given in the order of their popularity, have been studied during the year: Southern Literature, Contemporary Literature, Modern Drama, American Literature, Our Heritage, Literature of Today, American Art, Citizenship. Five new programs are now ready for 1923-24. They are: Studies in the History of North Carolina by R. D. W. Connor, Recent Tendencies in the Theatre by Dougald MacMillan, Town Studies by Harold D. Meyer, Planning and Furnishing a Home by Mary Thomas Hobbs, and Citizenship for Women (Revised) by D. D. Carroll.

The bulletin on parent-teacher associations, prepared in 1921-22 by Professor H. D. Meyer, proved to be of such value to the State Association that a reprint was necessary. This bulletin, together with other information, has been sent to 204 local organizations. No plans are being made for additional assistance for the coming year. All correspondence is now being turned over to the State field secretary, who will take charge of this work.

The package library service to school superintendents, principals, teachers, pupils, and others may be summed up as follows:

	1921-22	1922-23
Packages sent	1,876	2,645
Pieces (books and pamphlets)	9,043	9,960

STATISTICAL SUMMARY FOR THE YEAR 1922-23

	Letters Written	Pieces	Packages
Women's Clubs	2,059	4,081	1,189
Schools, etc.	3,500	9,960	2,645
Totals	5,559	14,041	4,834

All the work of the Bureau of Public Discussion is now conducted in one large room in the University Library. Previously this work was scattered over several small rooms. With the additional shelving and floor space, and adequate office equipment an opportunity is given for increasing the usefulness of the bureau.

Miss Clara B. Cole has succeeded Miss Mary Yellott in charge of the package library work. Miss Adeline Denham continues her efficient work as assistant to Miss Nellie Roberson, who is in charge of the bureau.

Several periodicals have been subscribed to by the Extension Library and are used as sources of material on matters of current interest, either to be included in the permanent package libraries, or to be sent out as single magazines. It is possible now gradually to add books to the Extension Library in order to release from extension service those needed in the General Library. This does not mean, however, that the bureau is not

dependent upon the General Library for the greater part of the books sent out. A complete overhauling of the package libraries is taking place and up-to-date material is replacing the old worn out packages.

Community Drama

The work of the Bureau of Community Drama, under the direction of Professor Frederick H. Koch, has grown steadily and entered some new fields of endeavor. Miss Elizabeth Taylor, State representative of the bureau for the first eight months of the year, resigned in June. In September her position was filled by the appointment of Miss Ethel T. Rockwell, formerly of the University of Wisconsin.

The work of the bureau for the year 1922-23 is summed up as follows:

Towns served	292
North Carolina towns served	264
Play books sent	875
Drama bulletins sent	131
Communities visited by State representatives for directing dramatic production	30
Pageants written under direction of the bureau	3
Pageants produced under direction of bureau	5
Addresses made by State representative	11
Addresses made by director	24
Towns visited by The Carolina Playmakers	23
Communities requesting services which State representative was unable to fill because of conflicting dates	24
Communities requesting services of State representative for 1923-24	48

1. *General Field Work:* The following communities were visited by the State representative: Raleigh, Caroleen, Henrietta, Franklin, Draper, Concord, Fayetteville, Edenton, Candler, Hillsboro, Reidsville, Winston Salem, Salisbury, Charlotte, Hickory, Asheville, Morganton, Lenior, High Point, Greensboro, Pinehurst, Chapel Hill, Snow Hill. In these communities she directed, in most cases, entire performances. In other instances she gave special instruction in folk-dancing, make-up, or stage crafts.

2. *Pageantry:* Three pageants were written and produced under the direction of the bureau: A Historical Pageant of Macon County, produced at Franklin, N. C.; A Pageant of the First Two Hundred Years of Chowan County History, produced at Edenton; and a Patriotic Pageant of Helton, produced at Helton. Other pageants produced under the direction of the bureau have been: *The Treasure Chest* at Charlotte, and *The Perfect Gift* at Draper. The bureau is directing various other communities in the writing of pageants which will be produced next year.

3. *Play-Book Service:* During the year, 875 play-books, pageants, and other materials have been sent out in response to requests. Personal letters of advice have been written in each case. About 150 performances have been reported as a result of the service rendered. With this form of service the bureau is steadily promoting a better standard of dramatic production in North Carolina.

4. *Addresses:* Professor Koch made 24 addresses in various cities of the State in the interest of community drama. Eleven addresses were made by the State representative.

5. *The Carolina Playmakers:* With a view to demonstrating to other communities in the State the possibilities of native playmaking, The Carolina Playmakers made two tours.

6. *The North Carolina Dramatic Association:* The demands for the services of the State representative have grown so numerous that it has become impossible to fill even half of them. Out of this demand the North Carolina Dramatic Association has grown. The purpose of this Association is to promote throughout the State permanent dramatic clubs which will receive monthly from the bureau circular letters, programs, and other material helpful in carrying on the work of such clubs. It is hoped that in this way it will be possible to have a drama-festival week throughout North Carolina in the spring when every group belonging to the Dramatic Association will present similar programs in their respective communities.

7. *A Dramatic Institute:* As a further means of promoting and developing dramatic work in the State, the bureau is planning a dramatic institute to be held sometime during the spring, when the leaders and directors of the various groups will meet in Chapel Hill to discuss the problems that have arisen. This institute will be held in the new theatre building, which will be ready for occupancy by February, 1924. In connection with this, demonstration performances will be given by The Carolina Playmakers.

Economic and Social Surveys

The field activities of the Department of Rural Social Economics during the last year are as follows:

(1) Twelve addresses by E. C. Branson, head of the department, and four by S. H. Hobbs, Jr., acting head of the department; (2) 22 studies of nation-wide range, 14 of which have been given to the public in *The University News Letter;* (3) 38 studies of State-wide range, 18 of which have appeared in part in *The University News Letter;* (4) 51 special county studies, some of which are now on the press and will appear in the form of county bulletins; (5) 12 special studies; (6) daily work with 98 students in laboratory studies, mainly upon North Carolina economic and social problems; (7) *The North Carolina Club Year-Book* on "Home and Farm Ownership," which appeared during the year. This book contains 22 chapters and 210 pages. It is the first book on this subject to be published in the United States. During the past year the Club has made 17 economic and social studies, which will be published in the next issue of *The North Carolina Club Year-Book* under the title of "What Next in North Carolina." (8) A field survey was made of 329 farm homes in Chatham county. The findings have been published in a bulletin entitled, "How Farm Tenants Live in a Mid-State Carolina County" by J. A. Dickey, and E. C. Branson. (9) Work with 34 students in correspondence courses; (10) Field investigations with the State Legislative Committee on Land Settlement.

The University News Letter carrying many special studies worked out in the department laboratory appeared 50 times during the year. Concerning *The News Letter*, the following is quoted from *Collier's Magazine:*

> Once a week for nearly ten years every doctor, lawyer, banker, preacher, teacher, editor, office-holder, and every known forward-looking citizen in the commonwealth has been getting a little five column, one-page sheet called *The University of North Carolina News Letter.* This tells with embarrassing frankness exactly what is wrong in the State and how it can be remedied.

Each year the department receives several thousand letters calling for information on an indefinite variety of subjects in which North Carolinians and people from other states are interested and active. No letter ever goes unanswered. If the information is available it is compiled and forwarded to the person requesting it. Reqests for information grow in volume as the years pass. No one except persons actually searching for such information can comprehend the time and attention involved.

Community Music

A brief account of the extension service rendered by Professor Paul J. Weaver as head of the Bureau of Community Music is given below:

1. Nineteen lectures outside of Chapel Hill. 2. Seven conferences. 3. Three organ recitals. 4. Nine community sings. 5. Two concerts. 6. Judge in three musical contests. 7. Aid to twelve supervisors in securing music teachers for schools. 8. More than 800 letters in regard to program material, concerts in the State, public school music, community music, individual and group study programs for clubs, organ specifications, etc. 9. As dean of the North Carolina American Guild of Organists, correspondence with over fifty organists in the State, arrangements of organ programs, educational meetings, etc. 10. As president of the North Carolina Music Teachers Association, arrangements for two meetings in each of the six towns in the State. 11. Publicity work in connection with membership in National Committee of People's Songs, the National Council on Reproducing Instruments, National Research Council of Music Education, and three National Committees of the Supervisors Conference.

Design and Improvement of School Grounds

The Bureau of Design and Improvement of School Grounds, under the direction of Dr. W. C. Coker, has served a larger number of school communities during the past year than ever before. Since November 1, 1922, requested visits to schools have been made by the field agent, Mrs. Walter J. Matherly, as follows: Holly Springs, Haw River, Morehead City, Louisburg College, East Durham High School, Smithfield, Johnson County Training School, Troy, Carrboro, Greenville, Winterville, Bethel, Ayden, Grifton, Norlina, Semora, University, Rich Square, Cullowhee State Normal, Cullowhee Graded School, Bryson City, Magnolia, Charity Crossroads, Calypso, Apex, Leaksville, Siler City, Liberty, Long Creek, Woodlawn, Newell, Paw Creek, Hoskins, Matthews, and Hickory Grove.

As a result of these 35 requested visits and 15 letters asking for specific aid through correspondence, 42 blueprint plans were sent out and 3 talks were made on the improvement of school and home grounds, while in the remaining cases bulletins, books, and reference lists were sent for use in arranging club programs and increasing library facilities.

It is of interest to note that 12 of these plans for the improvement of school grounds were made at the request of principals of schools; 10 plans were sent to communities in Pitt County through the efforts of Miss Louisa Hubbard, County Chairman of the Red Cross; 7 schools were visited in Mecklenburg County at the request of Mr. J. M. Matthews, County Superintendent of Public Instruction; 6 plans were made as a result of the efforts of Parent-Teachers' Associations and Women's Betterment Associations; 3 through the interest of private individuals; and 1 for the grounds of the new Baptist Church of Chapel Hill.

Municipal Information and Research

The most important aspect of the Bureau of Municipal Information and Research of which Dr. Howard W. Odum is in charge, is still the proposed plan for developing a real service to municipalities. A brief study is being made of similar departments in all State universities. This study shows apparently two results. The first is that very few universities now have this service well organized but those in which it is developing find it increasingly satisfactory. The second general indication is that most of the universities are very much interested in and expect to put on some direct service to municipal officials as soon as they can. A summary of this inquiry is being published in *The Journal of Social Forces.*

A special service, begun a year ago in the inauguration of a department of Town and City Programs in *The Journal of Social Forces,* has published excellent articles during the year by more than a dozen writers, including Clinton Rodgers Woodruff, Morris Knowles, Charles A. Merrian, and T. B. Eldridge. This, together with the attempt to get the directory of mayors of North Carolina towns up-to-date, completes the service that the bureau has been able to render.

The plans for this bureau, provided the proposed assistance can be secured, are set forth in the chart "A University Plan" published in the November, 1922, *Journal,* further details of which are being worked out.

Community Development

During the past year special attention has been paid to the problem of the coördination of community agencies. Among the results achieved is the organization in Durham of a Community Chest Federation which has already put on a successful financial campaign for its member agencies. The close working relationship with the University is seen in the employment by this organization of an executive secretary who is a student in the School of Public Welfare working for an advanced degree. Durham is the first city in the State to employ a secretary to have charge of its community chest and to

give leadership in the coördination of its social agencies. The rapid development of community chests throughout the large cities of the State and South has brought to the forefront serious problems of administration for which the bureau is seeking a solution.

Another phase of the work of the bureau is the analysis of community forces as a basis for constructive community work. There is now under way a study of Durham in which social work leaders in that city are participating as well as students in the School of Public Welfare. This study has to do with the underlying social forces of the city rather than with its material aspects and is the first step in the development of a comprehensive community program. During the year it is planned to carry on similar work in other communities in the State.

Mention should also be made of the arrangement with the authorities of of Orange County for the promotion of different kinds of community work. The plan includes the appointment of a student to the position of assistant superintendent of public welfare, to assist in the investigation of mothers' aid cases and in probation and child welfare work. Plans are under way for the extension of this arrangement to include Chatham County this coming year.

An important part of the work of the bureau has been done by Professor H. D. Meyer, who has directed the following activities:

1. *Playgrounds:* Drawing plans and laying out playgrounds for communities; suggesting apparatus and helping in obtaining home-made equipment; correspondence work in developing playground leaders; visits to communities interested in play movement; 2. *Parent-Teacher Association Work:* Publication of a second edition of the handbook for parent-teacher workers; aid in organization of nine associations; talks before many associations and aid in program work; assistance to fourteen associations in raising funds for school work; 3. *Community Clubs:* Talks to community clubs; a bulletin, "Town Studies," a program for community clubs; aid to two communities in providing a community fair; 4. *Boys Work:* Visits to a number of Rotary and Kiwanis clubs and assistance in formulating programs for boys work.

Commercial and Industrial Relations

The Bureau of Commercial and Industrial Relations, through which the faculty of the School of Commerce operates, reports the following extension activities for the past year: 1. Fifteen lectures to chambers of commerce, factory councils, banking institutes, and Kiwanis, Rotary, and Civitan Clubs; 2. Continuation of advice to investors; 3. Contribution of twenty book reviews on investment and banking to the *Tar Heel Banker*; 4. Advice as to the establishment of new industrial enterprises; 5. Three extension courses, one in advertising in Durham, and one in salesmanship and one in advertising in Raleigh.

In addition to the above activities, the School of Commerce, in conjunction with the Extension Division and the North Carolina Commercial Secretaries' Association, established during the year a monthly publication

entitled *North Carolina Commerce and Industry.* This publication, similar in appearance to *The University News Letter,* is concerned with the industrial and commercial activities of the State and is devoted to statistical studies, comparisons, and interpretations. Two issues have already come from the press, and, having been received in a favorable manner, both within and without the State, the publication promises to satisfy a genuine need in the State's life.

Correspondence and Class Instruction

As shown by the table given at the beginning of this report, correspondence and class instruction work has increased from 401 students last year to 1,277 this year. The addition of so many students means a great deal both to them and to the University. It is the custom of most universities to report extension teaching figures in terms of enrollments or registrations. If an individual student takes two courses by correspondence instruction and is registered in two extension classes, this is counted as four registrations for the department of extension teaching. If the figures for our Extension Division were reported in this manner, the table would read:

Registrations	Year ending Oct. 31, 1920	Year ending Oct. 31, 1921	Year ending Oct. 31, 1922	Year ending Oct. 31, 1923	Totals
Extension Classes		46	199	901	1,146
Correspondence Courses	24	111	245	609	989
Totals	24	157	444	1,510	2,135

Detailed results of the work for the year 1922-23 are tabulated as follows:

EXTENSION CLASSES

Students enrolled, Fall, 1922	139
Students enrolled, Fall, 1923	381
Physicians taking post graduate medical courses	381

CORRESPONDENCE COURSES

New Students	376
Total	1,277

OTHER EXTENSION CLASS STATISTICS

Extension Class Instructors	15
Extension Classes	45
Communities where classes were held	31

OTHER CORRESPONDENCE INSTRUCTION STATISTICS

Registrations during year	609
Subjects offered	59
Correspondence Instructors	32

Courses completed	248
Students taking more than one course	131
Lesson assignments corrected	5,794

The tables given show that 713 students have registered for 989 correspondence courses since this bureau began on November 1, 1919.

The results of the post-graduate medical courses held in twenty-four cities show that of the 381 physicians who paid the fee of thirty dollars for the privilege of attending the twelve lectures and clinics, 324 will receive certificates. To deserve a certificate a physician must have attended at least nine of the twelve lectures and clinics. The records show that a majority of the doctors attended about eleven meetings, which is an extremely good attendance record in consideration of the fact that one-half of them lived in the country and had to drive distances of from ten to fifty miles to reach the classes. Doctors enrolled in these courses have written individually and collectively expressing their appreciation of the work and requesting that it be continued in the future. The Division, through the efforts of Dr. I. H. Manning, Dean of the Medical School, was very fortunate in securing four highly trained and experienced physicians as instructors for this work. Dr. Frank A. Chapman of Rush Medical College was in charge of the Mountain circuit in which the subject was Internal Medicine; Dr. F. Dennette Adams of Washington, D. C., taught Internal Medicine in the Sand Hill district; a course on General Pathology was given by Dr. Benjamin T. Terry of Vanderbilt University in the Piedmont circuit; another course in Internal Medicine was given in the Tidewater section by Dr. C. Sidney Burwell of the Johns Hopkins Hospital.

Extension Lectures

On January 1, 1923, Mr. George V. Denny was made chief of the Bureau of Lectures. His report shows that 124 appointments in 92 communities were scheduled by the bureau during the year. When analyzed these appointments show: Individual lectures, 59; commencement addresses, 41; recitals, 1; community sings, 4; series of lectures, 3 (20 lectures); total audience approximately 47,500. The series of lectures were given in Franklinville, Highlands, and Southern Pines. Thirty-four members of the University staff delivered one or more of these lectures.

In many cases the bureau answered requests for information concerning faculty speakers and arrangements were made direct with the speaker instead of through the bureau, hence these appointments were not reported.

Short Courses and Institutes

As soon as the new Carolina Inn is completed this bureau plans to organize this field of work thoroughly. Small groups from the State will be invited to attend short training courses, institutes, and conventions and the department of the University concerned will be asked to manage the program. Dramatic organizations, welfare workers, school superintendents, merchants, bankers, doctors, manufacturers, secretaries of chambers of com-

merce, parent-teacher associations, editors, and other groups may find such institutes helpful. Members of the faculty and other speakers and teachers of State-wide or national reputation will appear on the program.

Publications

Fourteen bulletins, seven circulars, three miscellaneous leaflets, fifty issues of *The University News Letter* and two of *North Carolina Commerce and Industry* were issued during the year. The director wishes to acknowledge here the valuable services rendered by those members of the faculty who prepared these publications.

The following is a complete list of extension publications issued during the year:

UNIVERSITY EXTENSION BULLETINS

Vol. II, No. 5.	The Enforcement of Railroad Labor Board Decisions. Compiled by E. R. Rankin	3,500	
Vol. II, No. 6.	How Farm Tenants Live. By J. A. Dickey and E. C. Branson	2,000	
Vol. II, No. 7.	The Parent-Teacher Association (Revised Edition). By Harold D. Meyer	2,000	
Vol. II, No. 8.	Service to the State. Biennial Report	3,500	
Vol. II, No. 9.	Home and Farm Ownership. Edited by E. C. Branson	1,500	
Vol. II, No. 10.	The Commencement Program. By Harold D. Meyer	2,000	
Vol. II, No. 11.	Relativity: A Romance of Science. By Archibald Henderson	1,000	
Vol. II, No. 12.	Recent Tendencies in the Theatre. By Dougald MacMillan	2,000	
Vol. II, No. 13.	Agricultural Graphics: North Carolina and the United States. 1866-1922. By Henrietta R. Smedes	2,000	
Vol. II, No. 14.	The High School Library. By Louis R. Wilson and others	1,500	
Vol. III, No. 1.	Correspondence Courses	12,000	
Vol. III, No. 2.	Minimum Essentials and the Teaching of English in the High School	3,000	
Vol. III, No. 3.	Studies in the History of North Carolina Carolina. By R. D. W. Connor	2,500	
Vol. III, No. 4.	Planning and Furnishing a Home. By Mary T. Hobbs	2,000	
			40,500

UNIVERSITY NEWS LETTER

50 issues of 16,000 each	800,000

NOTRH CAROLINA COMMERCE AND INDUSTRY

2 issues of 6,500 each	13,000

EXTENSION CIRCULARS

No. 18.	Announcement and Regulations of the High School Debating Union of North Carolina	1,200

No. 19.	Ninth Annual State Championship Contest in High School Basketball for North Carolina High Schools	500	
No. 20.	Athletic Contests for North Carolina High Schools	500	
No. 21.	Tenth Annual State Championship Contest in High School Baseball for North Carolina High Schools	500	
No. 22.	Second Annual Coaching School for North Carolina High School Athletic Coaches	800	
No. 23.	Tenth Annual State Championship Contest in High School Football for North Carolina High Schools	750	
No. 24.	Announcement and Regulations of the High School Debating Union of North Carolina	1,500	
			5,750
	MISCELLANEOUS LEAFLETS		
	Extension Classes	3,000	
	Correspondence Courses	5,000	
	Lectures Outlines for Medical Courses	300	
			8,300
	Total		867,550

Recommendations

In order to meet the demand for extension classes in distant cities of the State it is urged that full-time extension instructors be employed in the fields of commerce and education. Extension class instructors should be employed by the school or department concerned in coöperation with the Extension Division and should rank as regular faculty members.

It is recommended that the Bureau of Lectures and the Bureau of Short Courses and Institutes be combined under the name Bureau of Lectures and Short Courses, and that someone be employed to direct all of this work.

It is further recommended that as soon as possible, a full-time person be employed as chief of the Bureau of Municipal Information and Research. Some plan should be worked out whereby a complete service in the field of play and recreation can be given to the State.

Respectfully submitted,

CHESTER D. SNELL, Director.

Report of the Librarian

To the President of the University:

I have the honor to present the report of the Library for the fiscal year July 1, 1922 to June 30, 1923, together with additional information covering the general work of the Library to October 31, 1923.

Progress for the Year Has Been Phenomenal

The progress which the Library has made during the year in becoming one of the leading university libraries of the country is little short of phenomenal, a fact which was made strikingly apparent in the following particulars: (1) It was included for the first time in its history in the list of the leading thirty-two university libraries of the country whose statistics are annually made the subject of special consideration in library and educational periodicals; (2) It became one of the forty American libraries which are to prepare within the next three years a union list of all the files of periodicals and transactions of learned societies in the libraries of the United States; (3) It added 12,352 volumes to its book collection; (4) It spent for all purposes a total of $55,753.97; (5) It increased the number of courses in library science offered in the Summer School by members of its staff; (6) It circulated 11,679 more books than during any previous year; and (7) It began the successful operation of a departmental library in the School of Commerce.

Since the beginning of the present fiscal year the Library has also added to the book collection the Pendleton King library of 7,000 volumes, covering the field of general literature and history, and the Richmond Pearson library of 700 volumes which constituted the law library of Chief Justice Richmond M. Pearson. The former was secured through purchase from Mr. Rush King, of the class of 1904, and the latter as a gift from Mrs. Richmond Pearson as a memorial in honor of her husband.

Many Foreign Books Acquired

The year was especially notable on account of the acquision of foreign books, particularly French, German, and Spanish. Through the direct purchasing in Europe of Drs. Kent Brown, Dey, Towles, Leavitt, and Caldwell, the Library was enabled to make valuable additions to the collections of the Romance, German, and History departments, and to reap a great advantage from the low rate of exchange. In addition to many single volumes, such sets were purchased as: "Quellen und Forschungen Sprach- und Culturgeschichte der germanischen Völker," 120 volumes; "Les grands écrivains français," 58 volumes; "Société des anciens textes français," 67 volumes; "Histoire littéraire de la France," 34 volumes; "Biblioteca d'autores espanoles," 71 volumes; and "Catalogue générale des livres imprimés de la Bibliothèque Nationale," 74 volumes, for the general Library.

The English department added largely to its collection in the fields of Elizabethan drama and the literature of Spenser. It purchased: "Oxford Historical Society Publications," 51 volumes; "Camden Society Publications," 100 volumes; "Tudor Facsimile Texts," 138 volumes; "Spenser Society Publications," 50 volumes.

The Law School purchased the *Columbia Law Review*, 21 volumes; *Law Quarterly Review*, 25 volumes; and three hundred volumes of the Law Reports of Great Britain.

The North Carolina Collection

Marked growth was recorded in the North Carolina Collection during the year. It now numbers about seven thousand five hundred bound volumes and seventeen thousand pamphlets. Eight hundred and twenty-seven bound volumes and three thousand, three hundred and three pamphlets were added. Through the efforts of Dr. Archibald Henderson, the Library acquired an unusually valuable collection of Salisbury newspapers, including files of *The Western Carolinian, The Watchman and Old North State, The Old North State,* and *The Carolina Watchman.* This collection was originally given by T. K. Bruner to the Rowan Historical Society and has now been presented to the University through Theo. Buerbaum, the only living member of the Society. Covering a period of about seventy years, these newspapers furnish practically the only source of material extant for the history of western North Carolina. Other newspaper files added are: *The New Bern Journal,* 1882-1898, *The New Bern Times,* 1873, *The Kinston Journal,* 1878 1887, the gift of J. B. Dawson; forty-eight volumes of early North Carolina newspapers collated and bound from collections stored in the Library basement; a file of *The Hillsborough Recorder,* including the years from 1822 to 1885, bound and made accessible; and a large collection of photostat copies of North Carolina newspapers prior to 1800 bought from the Massachusetts Historical Society. In addition to the newspapers mentioned above, the Collection has received other notable gifts. The Patterson Memorial Collection, given by Mrs. Lindsay Patterson in memory of her husband, added a number of early newspapers, pamphlets, periodicals and account books. Mrs. Richmond Pearson gave a valuable collection of early law books. Miss Florence Dixon sent files of North Carolina periodicals. Other donors are noted in the list following this report. The Library gratefully acknowledges the continued support of Mr. John Sprunt Hill, whose assistance has assured the steady growth of the Collection.

Departmental Libraries Extended

The number of departmental libraries was increased to eleven by the creation of the Education Library and Reading Room in Peabody Building. Practically all works on Education, comprising 2,100 books and 4,000 pamphlets, have been transferred to it. This library is in the charge of Mr. George B. Logan, a full-time, trained librarian, who has made a special catalogue for it and is classifying a great mass of unorganized pamphlets. Regular library tables, chairs, and a catalogue case have been provided.

The Law Library in September moved into its new quarters in Manning Hall. The collection rests on a modern iron stack of two levels. At present only one level is equipped with shelves, giving a capacity of about 9,800 law books. With a third level added the total capacity of the stack will be 28,000. The collection is now under supervision at all hours.

In the Engineering Library another floor stack of steel has been added. This furnishes shelves for about 1,750 books. Half of this new stack is already full. A complete catalogue for this library is nearly finished.

During the summer, in order to standardize methods, the secretaries in charge of the Commerce, Rural Economics, and Engineering Libraries received special instruction in the rudiments of cataloguing.

Growth in Periodical Department

The Periodical department grew more during the year than during any other period in the history of the Library. The number of bound volumes accessioned increased almost fifty per cent over the preceding year, while the new subscriptions entered were more than twenty per cent greater. New equipment, including desk and typewriter, were purchased for the department and in order to take care of the increase of work a graduate student, Miss Sybil Barrington, was employed as a part time assistant.

As a result of funds made available, a number of important sets of periodicals were bought, which completed or helped to complete files owned by the Library. Among these were: *Annalen der Chemie, Archiv für mikroskopische Anatomie, Archives de Zoologie expérimentale et générale, Biologisches Centralblatt, English Historical Review, Hermes, Historische Zeitschrift, Journal de Pharmacie et de Chemie, Journal of Education* (Boston), *Journal of Education* (London), *Journal of Pathology and Bacteriology, Library, Library Journal, Littell's Living Age, Mathematische Annalen, Michigan Law Review, Psychologische Studien, Revue des Deux Mondes, Zeitschrift für romanische Philologie, Zeitschrift für vergleichende Sprachforschung.*

Catalogue and Shelf List Perfected

The year witnessed decided improvement in the arrangement and equipment of the card catalogue and shelf list. All books received were regularly classified and catalogued, ninety new card trays were added to the general catalogue, and the shelf list, which originally was made on sheets, was transferred to cards and placed in card cabinets.

Building and Equipment

In addition to the equipment placed in the various departmental libraries, the following changes were made in the central building since the beginning of the summer: (1) The lobby and reading rooms on the first floor have been repainted; (2) Additional shelving for 11,000 volumes was placed in the stack room; (3) The north basement was floored, plastered, and generally equipped as the headquarters of the Library Extension Ser-

vice of the University Extension Division; and (4) New offices for the Library, the Press, and the Dean of Women were equipped on the first and second floors.

Administration

The Library was administered during the year by the librarian, the assistant librarian, four heads of departments, four assistants, a secretary, and eight student assistants. The ten departmental libraries were administered by members of the departments themselves, or by secretaries or assistants connected with the libraries rather than with the central Library. The funds of the Library have been allotted by the Budget Committee; and the purchases for the General Library, as distinct from the schools and departments, have been made through the librarian and the Library Book Committee. To all the members of the Library staff and committees I am indebted for their faithful service throughout the year.

Miss Elizabeth Thompson, assistant cataloguer in the Toledo, Ohio, Library was appointed head cataloguer on April 1, and the following additions to the staff in 1923-24 were authorized by the Trustees in June: Miss Elizabeth Enloe and Miss Flossie Foster, assistant cataloguers, in place of Miss Mildred Cooper and Miss Katherine Batts, resigned; Miss Mary Efird, assistant in charge of periodicals and exchanges; Miss Clara Cole, assistant in charge of package libraries; and Miss Catherine Boyd, secretary, in place of Miss Mary Yellott, resigned. Mr. George B. Logan became librarian of the School of Education Library.

Functions of the Library

In view of the rapid growth which the Library has made recently and of the necessity of erecting a new library building within the next few years, it may be appropriate at this time to state what the functions of the Library are and what they should be for at least the next twenty-five years. This statement not only derives it appropriateness from the facts mentioned above, but also from the further fact that the University of North Carolina has become one of the outstanding universities of the nation and fills a most important position among the colleges and universities of the Southeastern States.

(1) The primary function of the Library is to furnish the students and faculty of the University collateral readings and bibliographical and reference material essential to the conduct of University classes and special invesgations. Funds have steadily been increased for this purpose and they must continue to be. No sound instruction is possible unless such material is available, and particularly so in the field of graduate study. Now that the Graduate School of the University is attracting more graduate students than any other university between Johns Hopkins and the University of Texas, it becomes the special duty of the University to build up a great body of library materials with which the members of this school as well as the professional and undergraduate schools of the University can work.

(2) A second function of the Library is that of supplying students and faculty adequate recreational, cultural, and inspirational reading. No extended comment is necessary on this point other than this. Southern libraries have, at best, furnished their readers only a limited number of books, housed, for the most part, in buildings not planned for their most suitable utilization. Certainly here on this campus there has not been the wealth of material, the infinite variety of manuscript, and incunabula, and first editions, and pictures, and prints, and stereographs, and maps, and periodicals, such as thousands of other American students find in their libraries, and from which they derive higher standards of scholarship and a finer appreciation of science and literature and the various arts. And not only have these materials been lacking, but the setting and atmosphere for their most stimulating use have been lacking as well.

(3) A third function of the Library, inasmuch as it is the library of a State university, is to serve the citizens of the State through the direct loan of books from its shelves for use in the study of special subjects, and through bibliographical aid. No legitimate call for such educational assistance should go unanswered and sufficient resources should be made available for such service.

In addition to these major functions, several others are highly important and should receive most careful consideration. As has already been indicated, the University of North Carolina is a State university and consequently is under obligation to render the State special services. Two such services which come under this head are those of publishing bibliographical aids for the study of North Carolina life and institutions, and the training of North Carolina teachers and librarians in scientific methods of handling library materials. The Library contains the largest collection of books, pamphlets, newspapers, maps, etc., in existence that relate to the life of North Carolina. Accordingly, it is clearly its function to publish the catalogue of this material and to collaborate with other institutions in the State in publishing similar finding lists. Similarly, the Library should become the source of instruction in library science for the librarians of all high school and public libraries who seek instruction in technical library courses. Interest in the proper administration of libraries of all kinds is rapidly developing in the State and it should be directed by the Library along those lines which will insure the best results from it.

In this same connection it is proper to indicate that these same services could well be extended beyond the borders of the State. North Carolina's relation, historically, to the Southeastern States is such that her history embraces the histories of all the others, and by reasons of the University's commanding position whatever courses are planned by the University for the good of the libraries of North Carolina should be of importance to the libraries of the neighboring states. For these reasons it should become the duty of the Library to build up the most complete historical collection possible for the section, and to lay the foundations of a school of library training which would serve its libraries as well as those of North Carolina.

Furthermore, public movements relating to the multiplication of public or school or institutional library facilities, or to the development of book stores, or to the extension of reading on the part of the public, or to the increase of publicity relating to books, should not fail to receive the Library's heartiest support.

Recommendations

In order that the services of the Library may be increased and that its functions may be more properly performed, I present the following recommendations which I trust may be carried into execution during the coming year:

I. *Personnel.* I propose the following additions to the staff:

1. A reference librarian who could not only serve as reference librarian but could assist in the preparation of bibliographical materials relating to North Carolina.

2. An assistant in charge of the University's manuscript collections. For thirty or forty years the Library has been steadily accumulating manuscripts and letters from many North Carolina sources, but no provision has ever been made for arranging them in orderly files. It is a most important work and should be begun at the earliest moment possible.

3. An assistant in charge of the catalogue of Library of Congress cards. To arrange the cards already issued by the Library of Congress and to file those issued yearly will require the time of an assistant.

4. A librarian to have charge of the library of the School of Commerce. This library has developed rapidly during the past four years and requires more attention than can be given it under the present method of supervision.

5. I have no specific recommendations to make concerning library service in the other departmental libraries. I am of the opinion, however, that in those cases where departmental libraries are managed by secretaries and where library work is done such as that carried on by the Bureau of Public Discussion, direct oversight of the work should be under the control of the general Library and that the connection between the departmental libraries and the general Library should be close and vital. In order that the financial statement covering all Library activities may be summarized in one budget, it might also be advisable for all such employees to be placed on the Library budget, provided the appropriate funds were placed to the Library's credit.

II. *Equipment.* I recommend that the following equipment and repairs be authorized:

1. The painting of those portions of the general Library which were not painted this fall.

2. The installation of cabinets and a complete set of Library of Congress cards. The Library should become a depository for this bibliographical service. The cost of installation as estimated by the Librarian of Congress, July 1, 1922, was $4,225 and the annual expense of maintaining the collection is approximately $1000.

3. The purchase of additional cases to display the more interesting manuscripts, books, and prints in the Library. The display of material of this character would tend to give proper setting and atmosphere to the Library and would greatly increase the interest of students in the contents of the Library.

4. The addition of tables and chairs in the reading rooms and lobby of the Library to take care of the congestion, particularly in the Summer School. The present reading space is far too limited, and quite frequently neither chairs nor table space are available to would-be users of the Library.

5. The purchase of sufficient vertical files to take care of the letters and manuscripts in the North Carolina Collection.

6. The purchase of a photostat equipment with which to reproduce copies of historical documents in the possession of the Library for the use of other libraries in the State and Nation, and particularly for the reproduction of State historical material which the Library does not possess but which could be borrowed for photostatting purposes. The equipment can be secured for from $1500 to $2000 and can be so utilized as to be made to pay for itself in a few years. Such equipment is absolutely essential for the further development of the North Carolina collection and would be valuable for other sections of the Library. Its purchase is particularly desirable as there is no place in North Carolina at present at which photostatic work can be done.

7. The installation of rough shelving in the central section of the basement to take care of the duplicates of the North Carolina Collection and other material which can no longer be accommodated in the stack room. All available space in the stack room is now required for books in constant use.

8. The installation of additional equipment for the easy handling of periodical indexes and list of periodicals received by the Library.

III. *Budget and Endowment.* The phenomenal growth of the Library during the past year was due to increased income received from the legislature. The needs of the various departments were met more satisfactorily than ever before and advantage was taken of the situation in Europe in the purchase of a number of unusual sets. In order that the departments may be supplied more generously with funds, that special libraries may be secured abroad, and that the resources of the Library may be made more adequate to the needs of the University, I urge that the funds appropriated for the Library's maintenance and equipment be increased as greatly as possible and that an effort be made to increase the endowment for Library purposes. The enrichment of certain sections of the Library should make a very strong appeal to a number of alumni and friends of the University and the opportunity, not given since 1906-7, should be renewed.

IV. *Instruction in Library Science.* Attention was called last year to the demand on the part of North Carolina high schools for instruction in library methods. During the year further evidences have been seen of the

desirability not only of offering courses to teachers and high school librarians, but also to undergraduates in the University. The conviction deepens with me that every University student should be given instruction in the use of books in order that he may the better use the library facilities provided for him. Similarly, I am of the opinion that the University has an unusual opportunity for service to the State and the South generally through the establishment of a School of Library Science, and to that end I recommend that serious consideration be given the subject. The establishment of such a school would require the appointment of several full time instructors, the provision of space not now available in the general Library, and the installation of typewriters, desks, and other essential equipment.

V. *Publications.* Some of the most effective services rendered the State by the Library have been through participation by members of the Library staff in library movements in the State and through the publication of papers and bulletins on library subjects. The publication of the "High School Library" last year is an illustration in point. In order that this service may be made more effective, I recommend that funds and assistance be provided for the publication, from time to time, of such matter as will extend the usefulness of the Library to the University and the State at large.

VI. *New Library Building.* In my report for 1921 I set forth in detail the necessity for the early erection of an adequate modern library building. Since that time the reasons presented have become more urgent, and it becomes imperative that such a building be included in the appropriations for the biennium 1925-1927. Briefly summarized they are as follows:

1. With the installation during the summer of a section of stack in the east aisle of the stack room and the equipment of the north basement room as headquarters of the Library Extension Service, all the available space in the building was put into service. Altogether, room was made through these additions for only approximately 12,000 volumes, while the accessions for 1923-24 will run well above 15,000. Eighty to ninety packing boxes full of books and pamphlets are now packed in the basement and every room in the building is overcrowded with books. Further expansion is impossible and the handling of the books and periodicals becomes daily more difficult for sheer lack of space in which to handle them expeditiously.

2. Not only is shelf room lacking, but space for readers, both in the main reading rooms and seminars, is woefully inadequate. The present building, erected in 1907 at a cost of $50,000 for building and $5,000 for stack and equipment, does not begin to meet the requirements of a student body of 2,200.

3. Longer delay in erecting a new building inevitably means a further splitting up of the Library into departmental libraries, which has already progressed to the point that books which should be found in the general Library are scattered over the campus or have to be unduly duplicated. Students making use of departmental libraries are removed from the catalogues and general bibliographical material of the general Library, and

administration, if in any sense adequate, has to be secured at an excessive cost. To meet this situation, so that there may be ample space for general and special reading rooms, for stacks and special collections such as the Mitchell and North Carolina collections, for seminar rooms and offices for instructors, for cases in which to display manuscripts and special library materials, for cataloguing and clerical and administrative rooms, for depository collections of the Library of Congress and other library cards, for collections of maps and prints and bound periodicals and newspapers, for repair shop and bindery, for recitation rooms for classes in library science, for dark room and photostatic equipment, for headquarters for Library Extension Service, for toilet and other facilities—to meet this situation, which the presence of a student body of 3,000 within the next four years will make inevitable, I recommend that provision be made for a building which will cost approximately $1,000,000, and that the study of location and plans for it be begun immediately.

Library Statistics, 1922-1923

The following statistics cover the major activities of the Library during the year.

ACQUISITIONS—BOOKS

Gifts from individuals, private North Carolina societies, and societies and institutions from other states	1,353
Gifts from North Carolina government and departments	116
Gifts from the United States government	169
Bound volumes of periodicals from the bindery	1,679
Volumes through purchase	9,035
Total number of volumes received this year	12,352
Total number of volumes in Library, June 30, 1923	120,757
Total number of volumes in Library, November 1, 1923	123,715

ACQUISITIONS—PERIODICALS

Periodicals received through subscription	750
Periodicals received through exchange	261
Periodicals received through gift	170
	1,181

New Periodicals

Subscriptions for periodicals not taken before 1922-23, or not previously included in the Library report, but placed on the Library's permanent list during the year, were as follows:

Acta Mathematica (Stockholm), *Advertising and Selling, American Industries, American Journal of Physiological Optics, American Machinist, Annals of Mathematics, Annals of the Association of American Geographers, Automotive Industries, Biochemical Journal, Brain, Brennstoffchemie, British Journal of Psychology, British Medical Journal, Carnegie Library of Pittsburgh Monthly Bulletin, Chapel Hill Weekly, Chicago Tribune, Christian Science Monitor, City Manager Magazine, Coal Age, Collegiate Publisher, Correct English, Criterion, Dry Goods Economist, Dun's Review, Economic World, Export, Fugitive, Giornale di Matematiche, Giornale Storico della*

Litterature Italiana, Harvard Business Review, Heart, High School Quarterly, Iron Trade Review, Jahrescericht über die Erscheinungen auf dem Gebiete der germanischen Philologie, Journal de l'Anatomie et de la Physiologie, Journal de Psychologie, Journal of Anatomy and Physiology, Journal of Negro History, Journal of Personnel Research, Larousse Mensuel Illustré, Liouville's Journal de Mathématiques Pures et Appliqués, Lumber, Mathematische Annalen, Mental Hygiene Bulletin, Mind, Modern Language Journal, Nervous and Mental Disease Monographs, New Student, Nouvelle Revue Française, Nouvelles Annales de Mathématiques, Official Guide, Oxford Bibliographical Society Publications, Palermo Circolo Matematico, Rendiconti, Personnel Administration, Polybiblion, Revue Bibliographique Universelle, Praktische Psychologie, Presbyterian Standard, Printers' Ink (monthly), *Proceedings and Transactions of the Cambridge Philosophical Society, Proceedings of the Aristotelian Society, Proceedings of the London Mathematical Society, Psychoanalytic Review, Raw Materials, Reference Shelf, Review of Applied Mycology, Revue de Litterature Comparée, Revue de Métaphysique et de Morale, Revue des Cours et Conférences, Revue du XVIe Siécle, Revue Philosophysique, St. Louis Globe Democrat, Sales Management, Science Progress, Scottish Notes and Queries, Shoe and Leather Reporter, Société Bontanique de France Bulletins, Southern Literary Magazine, The Spectator* (American), *Textile World, Time, Urban League Bulletin, World's Markets, Zeitschrift für Mathematik und Physik, Zeitschrift für Padagogische und Experimentelle Padagogik.*

Library Finances, 1922-1923

RECEIPTS

Endowment	$ 4,145.00	
Gifts from John Sprunt Hill	916.67	
Registration fees	7,092.00	
University appropriation for maintenance	31,891.36	
University appropriation for salaries	8,250.00	
Miscellaneous receipts	25.63	
	$52,320.66	
Deficit	3,433.31	
Total		$55,753.97

DISBURSEMENTS

Binding for the general Library	$ 1,893.70	
Books, department periodicals, bindings	25,562.52	
Building, equipment and repairs	194.40	
Express and freight	685.69	
Miscellaneous	755.80	
Periodicals for the general Library	1,734.60	
Salaries	21,874.01	
Supplies	2,901.45	
Telephone and telegraph	71.80	
Travel	80.00	
Total		$55,753.97

Loan Desk Account

RECEIPTS

On hand July 1, 1922	$ 75.23	
By fines and fees	867.53	
By refunds	89.03	
		$1,031.79

DISBURSEMENTS

To extra student labor	$ 231.77	
To postage	235.90	
To other expenses, itemized in librarian's book	330.15	
To balance due 1923-24	233.97	
		$1,031.79

Circulation

Books loaned at desk	74,418
Books and pamphlets mailed to women's clubs	4,081
Books and pamphlets mailed to schools	9,960
Letters to women's clubs	2,059
Letters to schools	3,500
Packages sent to women's clubs	1,189
Packages sent to schools	2,645

List of Donors

In addition to the gifts previously mentioned, the Library has received gifts of books, pamphlets, pictures, papers, maps, etc., from the following: Alba Co., W. L. Alexander, Amalgamated Clothing Workers, American Association for International Conciliation, American Bankers Association, American Institute of Weights and Measures, American Jewish Committee, American Mutual Alliance, American Proctologic Society, American Red Cross, Trustees of Amherst College, A. B. Andrews, Mrs. L. V. Archbell, W. W. Ashe, Atlantic Coast Line, C. M. Baker, Bankers Trust Co., Erastus Bartlett, Ethel T. Beacham, Mrs. J. M. Bernhardt, Miss Harriet M. Berry, G. D. Berry, W. F. Book, R. L. Brown, Paul R. Bryan, Shepard Bryan, Bryn Mawr College, Bureau of Social Hygiene, Anna Robeson Burr, Burton Historical Collection, Detroit, F. E. Butler, W. P. Bynum, Caldwell, Mosser & Williman, University of California, G. A. Cardwell, Carnegie Endowment for International Peace, Carnegie Institute of Washington, R. S. Carroll, Mrs. Goode Chatham, John Claflin, Walter Clark, Mrs. E. Claywell, Albert Coates, Miss Beatrice Cobb, P. B. Coffin, W. C. Coker, Colorado State Medical Society, Columbia University Library, Commercial Service Co. of Asheville, R. D. W. Connor, W. W. Cook, E. M. Coulter, Z. V. Council, Clara Cox, A. W. Crawford, W. P. M. Currie, Frank A. Daniels, J. F. Dashiell, J. C. Daves, J. B. Dawson, Day & Zimmermann, Inc., Dearborn Independent, Chauncey M. Depew, Miss Florence Dixon, George H. Doran Co., E. C. Durham, Mrs. F. H. Eaton, H. B. Emery, W. N. Everett, Mrs. Gordon Finger, Norman Foerster, Elbert H. Gary, Georgia Geological Survey, H. A. Grady, J. W. Graham, Louis Graves, Otto Gresham, Hackney & Moale, J. K. Hall, J. G. de R. Hamilton, Hamilton College, Harcourt, Brace & Co.,

Mrs. G. F. Harper, Harris Lecture Committee, Graduate School of Education of Harvard University, Division of Philosophy in Harvard University, M. D. Haywood, Archibald Henderson, E. C. Hill, A. W. Hobbs, J. S. Holmes, Edwin A. Holt, E. C. Huey, Inland Press, Iowa State Historical Society, Jefferson Standard Life Insurance Co., School of Hygiene and Public Health of Johns Hopkins University, J. C. Johnson, E. W. Knight, Trustees of Lake Forest University, G. W. Lay, S. E. Leavitt, E. B. Lewis, Gaston Lichtenstein, Mrs. H. A. London, Mrs. J. M. Longyear, Miss Cornelia S. Love, J. P. Lucas, Clayton R. Lusk, F. B. McDowell, McGraw, Hill Book Co., A. H. McLeod, Charles E. Maddry, W. J. Matherly and Class, Metropolitan Museum of Art, New York, Michigan Historical Commission, General Library of the University of Michigan, R. B. Morehead, J. L. Morgan, Miss Polly E. Morrow, National Consumer's League, National Electric Light Association, National Sculpture Society, New Jersey Department of Education, New York Agricultural Experiment Station, University of the State of New York, Government of New Zealand, Nijgh and Van Ditmar's, Departments of Chemistry, Commerce, Economics and Engineering of the University of North Carolina, *The Observer*, London, Observer Printing Co., Ohio State University, Ohio Tax Association, Felix Pacheco, Parke, Davis Laboratories, A. H. Patterson, Mrs. Lindsay Patterson, Mrs. Richmond M. Pearson, Josiah H. Penniman, Laboratories of Philadelphia General Hospital, Philadelphia Seminary and Alumni Association, Albert E. Pillsbury, Polish National Committee of America, J. H. Pratt, Raleigh Rotary Club, W. W. Rankin, Miss Nellie Roberson, Gallatin Roberts, Rockefeller Institute for Medical Research, Jesse L. Rosenberger, Miss Mary U. Rothrock, Rowan Historical Society, St. John's University of Shanghai, C. W. Sams, Thorndike Saville, P. O. Schalbert, W. W. Scott, C. Alphonso Smith, Edgar F. Smith, Charles Lee Snider, Yates Snowden, Southern Railway, C. P. Spruill, William E. Stone, Stone Printing Co., James J. Storrow, Wilbur Stout, Yozo Tamura, W. R. Taylor, I. W. Thompson, S. H. Thompson, M. R. Trabue, United States Shipping Board, United States Steel Corporation, Charles L. Van Noppen, Vassar College Library, F. P. Venable, Walker, Evans & Cogswell Publishing Co., H. C. Wall, Trustees of the War Work Fund, N. M. Watson, C. A. Webb, Mangum Weeks, Lionel Weil, Welby Carter Chapter, U. D. C., Wesleyan Alumni Council, Wesleyan University, Western Reserve University, C. M. White, W. T. Whitsett, Wayne C. Williams, J. V. Wilson, L. R. Wilson, N. H. D. Wilson, The H. W. Wilson Co., R. W. Winston, R. H. Wright, A Yale Graduate Living in North Carolina, Yale University Library, E. W. Zimmermann.

Periodicals Received as Gifts

Advocate and Messenger, Agricultural and Industrial Progress in Canada, Alaska School Bulletin, Alumnae Record of Salem College, Alumni News of North Carolina State College, American Artisan and Hardware Record, American Economist, American Journal of Clinical Medicine, American University Courier, Ashe Presbyterian, Asheville Advocate, Asso-

ciate Reformed Presbyterian, The Baton, Bell System Technical Journal, Bell Telephone Quarterly, Blue Ridge Voice, Boll Weevil, Le Bouquiniste Francais, Builders, Bulletin of the Boston Public Library, Bulletin of the New York Public Library, Business Magazine, Carolina Journal of Pharmacy, Carolina Motorist, Carter's Weekly, C. P. A. Bulletin, Chapel Hill News, Charity and Children, Chase Economic Bulletin, Christian Register, Christian Sun, Commerce and Finance, Commerce Monthly, Constitutional Review, Coraddi, Corporation Journal, Deaf Carolinian, Dearborn Independent, Democratic Handbook, Detours, Detroit Educational Bulletin, Dew Drop of Appalachian Training School, Diversion, Du Pont Magazine, Economic Conditions, Edenton News, Educational Publication, Elisha Mitchell Scientific Society Journal, Experiment Station Record, Explosives Engineer, Federal Reserve Bank of Richmond Bulletin, Flutist, Forbes, France-Etats-Unis, Good Government, Gospel Messenger, Health News, Heating and Ventilating Magazine, Hickory Daily Record, High School Journal, Homiletic Review, I. B. A. of A. Bulletin, The Index of New York Trust Co., Indicator, Institute of International Education, Inter-America, International Conciliation, International Free Trader, Iowa Grand Lodge Bulletins, Italy America Society Trade and News Bulletins, Jackson County Journal, Japan Society, Jewish Center, Johnstonian, Journal of Agricultural Research, Journal of Social Forces, Journal of the American Judicature Society, Labor and Industry, Laundry Age, Laundryman's Guide, Law and Labor, Law Notes, Lenoir News-Topic, Liberty, London Joint City and Midland Bank Limited Monthly Review, Massachusetts Library Club Bulletins, Minnesota Department of Education Library Notes and News, Monthly List of Parliamentary and Stationery Office Publications, Monthly Review of Barclay's Bank, Moody's Investor's Service, Motor Life, Mount Holly Citizen, Museum of Fine Arts Bulletin, National Genealogical Society Quarterly, National Republican, Natural History, Natural Resources, New Near East, News Dispatch, North Carolina Agriculture and Industry, North Carolina Christian, North Carolina Christian Advocate, North Carolina College for Women Extension Bulletin, North Carolina College for Women Library Notes, North Carolina Community Progress, North Carolina Geological and Economic Survey Circular, North Carolina Health Bulletin, North Carolina Highway Commission Bulletin, North Carolina Historical Commission Bulletin, North Carolina Insurance Department Bulletin, North Carolina Law Review, North Carolina Library Bulletin, North Carolina Library Commission Leaflet, North Carolina Press Association Bulletin, North Carolina Rural Life, North Carolina White Ribbon, Orange County School News, Orphan's Friend and Masonic Journal, Our Dumb Animals, Paraviana, Parent-Teacher Bulletin, Periodical, Phi Beta Kappa Key, Phi Epsilon Pi Quarterly, Philological Quarterly, Pilot, Pilot and Guide, Pratt Institute Free Library Quarterly Booklist, Professional Engineer, Progressive Teacher, Public Affairs, Public Service Magazine, Public Welfare Progress, Recruiting News, Revue de Paris, Rocky Mountain Herald, St. Louis Public Library Monthly Bulletin, Science and Invention, Scot-

tish Rite Bulletin, Smithfield Herald, Southern Medicine and Surgery, Southern Public Utilities Magazine, Southern Tobacco Journal, Southern Telephone News, Spencer Railroader, The Standard, Statistical Bulletin, Studies in Philology, Tar Heel Banker, Teachers' College Quarterly, Trinity Alumni Register, Turner's North Carolina Almanac, Union Bulletin, Universalist Leader, V. T. C., Wachovia, Wake Forest Student, Washington Daily News, Washington Service Bulletin, Weekly News Release, Weekly Underwriter, Wilson Bulletin, World Tomorrow, World's Health, Zion's Landmark.

Respectfully submitted,

LOUIS R. WILSON, Librarian.

Report of the Business Manager

To the President of the University:

I have the honor to submit the following report of the Business Manager's office for the year, covering the general management of University business and property, together with balance sheet and supporting schedules showing the financial status of the University as of June 30, 1923.

Building Program

The 1923 General Assembly appropriation for buildings and permanent improvements has made it possible for the University to go forward without delay with the building program worked out in 1920 and based on 3,000 students in 1926.

The first section of the program under the 1921 appropriation was completed during the past summer and included:

Four dormitories, housing a total of 480 students;
History and Social Science Building;
Language Building;
Law Building;
Two—Eight room faculty residences;
Six—Six room faculty residences;
Six—Four room residences for engineering and construction forces;
Two labor camps;
Railroad siding from Carrboro;
Improvements to Memorial Hall;
Alterations in the Infirmary, Medical Building, President's House and Alumni Building;
Locker and shower rooms under the West stadium;
Additions to power plant equipment;
An emergency water supply;
A heating system for the new buildings;
Sewer lines for the South campus;
A class field to replace the one used as a site for new dormitories:
Additional equipment and apparatus for the various departments.

The construction work was carried on under the University Building Committee by T. C. Thompson & Bros., General Contractors; the architectural and engineering work being done by T. C. Atwood Company with McKim, Mead and White, Consulting Architects.

The attached cuts show the type of architecture adopted for the buildings in the new development.

When the 1923 appropriation was announced, the Building Committee met to study the physical needs of the University and to determine which items should be included in the next two years program, to the end that

there be symmetrical development and proper balance. The following program was recommended to the Board of Trustees and adopted by them at the June 1923 meeting:

Three men's dormitories;
Chemistry Building;
Women's Building;
Permanent Water Supply;
Campus Roads and Grading;
Permanent Departmental Equipment;
Extension of sewers, heating and lighting service;
Exercise and Recreation Grounds;
Furniture and Fixtures;
Storage and Repair Shops;
Renovation of Old Buildings;
Addition to Infirmary;
Fireproofing Library Stack;
Physical Training Building;
Sundry Improvements and Extensions.

Contracts were renewed with the general contractors, architectural and engineering, and consulting architectural firms employed the preceding two years.

The Old East and Old West Buildings were taken out of service during the summer to get them reworked in time for the opening of the fall quarter. The Old West was ready in September with new plastering, maple floors, fireproof stairways, heating, lighting and sanitary service. The original design of the exterior has been restored in the new windows, stone steps, and cornice. The North section which was given up largely to class rooms has been converted into dormitory space. It is now one of the most popular dormitories on the campus, and while it has been thoroughly modernized in the interior, it retains the exterior appearance of the "Old University" group around the Well, familiar to thousands of older alumni.

When the work of renovation started on the Old East, it was found that the walls in the South and Central sections were so defective that it would be unsafe to continue their use, and it looked as if this building which had served the University since 1794 would have to be torn down.

In view of the fact that this was the University's first building, and the first State University building erected in the United States, the Building Committee felt that every reasonable effort should be made to preserve it. Accordingly a plan was worked out whereby the exterior of the old building is saved and the interior is rebuilt with fireproof construction supporting the old exterior walls on a new concrete frame. This work is necessarily slow. The old walls were first shored up with timbers tied with cables to make them safe while the new concrete frame work is being placed inside. It will be some weeks before the building is ready for full occupancy. The North section which was built as a later addition to the

original building has been occupied since October. An expert from The Foundations Company who was called into consultation said that the plan being followed in the remodelling should make the building good for another hundred years.

Following an inspection of University buildings by a deputy from the State Insurance Commissioner's office, Commissioner Wade recommended a number of alterations in the older dormitories, and the installation of properly designed fire escapes. The Building Committee directed that this work be done and it is now being carried on. In the Carr Building fire-proof smoke tower stairways have been constructed at the North and South ends of the building. On the New East and the New West buildings a standard iron fire escape is being placed at each end of the building with entrance from each of the end rooms.

Stairways in the Mary Ann Smith dormitory have been enclosed with fire resistive partitions.

Battle-Vance-Pettigrew dormitories are being equipped with standard iron fire escapes and fire resisting partitions enclosing all stairways.

The addition to the Infirmary was completed this fall. This addition gives the Infirmary an added capacity of 20 beds, divided into small wards to give flexibility in handling patients and isolating special cases.

The Physical Training Building will be completed by January 1st, in time to take care of the intramural program, being carried out with such success this year, providing indoor space during the winter months for the large number of students who are getting recreation and exercise through this program. The building also affords ample playing floor and seating space for varsity basketball, formerly played in Bynum Gymnasium where crowded conditions made it too dangerous to continue to play.

The space under the east side of the Stadium has been utilized for additional shower baths, locker and toilet facilities for general use.

Material is on the ground for strengthening Bynum Gymnasium. The work will be done during the Christmas vacation to avoid interfering with gymnasium class work.

Surveys have been made of two sites on Morgan's Creek for the new water supply and plans and estimates are being worked out for this project.

The increase in the price of materials and the unfavorable labor situation led the Building Committee to postpone until November work on the three new dormitories for men. This work is now under way, and it is expected the dormitories will be completed during the summer.

Plans for the remodeling of Smith Hall (the old law building) for a theatre and workshop for the Carolina Playmakers are completed and work will soon be under way.

Plans for the Chemistry Building and Woman's Building are progressing.

Plans for the Graham Memorial Building have been completed and accepted. With the funds now in sight, the Graham Memorial Committee has voted to proceed at once with the construction of the central unit. This building will occupy the site of the Old University Inn.

The work of relaying and reinsulating the heating mains on the North side of the campus will proceed as early in the Spring as the heating plant can be closed down.

Numerous repairs have been carried on during the year and a force of painters is now at work on contracts including the repainting of the Library, Alumni Building, Peabody Hall, Swain Hall, Phillips Hall, and other buildings.

In Peabody Hall the second floor has been rearranged to accommodate the work of the Department of Psychology, and a departmental library and reading room has been installed; the two large lecture rooms on the first floor have been divided to give additional class rooms. The Department of Geology has been provided some much needed laboratory space by working over some of the dormitory rooms in the New East Building. Another tier of steel shelving has been added to the stack room of the Library, and an unfinished storage room in the basement has been finished for the use of The Woman's Club Bureau. Minor changes were made in the Alumni Building which is now, excepting one class room, occupied by the Executive Offices and the Extension Division.

Orders for approximately forty thousand dollars worth of permanent departmental equipment and apparatus have been placed.

Grounds

The Building Committee and the Faculty Committee on Buildings and Grounds have been carefully studying the location of future buildings, walks, driveways, park spaces, and recreation grounds, and have made much progress with the work. Sites for the Chemistry Building, the Women's Building, Graham Memorial Building, five new dormitories, and several unnamed buildings have been selected; Battle's Park Road, leading from the East Gate through Battle's Park to the Raleigh Road about five hundred feet east of the Cemetery, and the South Road running back of Emerson Field and connecting Pittsboro Highway and the Raleigh Road have been completed. Another drive is under construction running from the East Gate by the Booker property (formerly President Battle's) and joining Boundary Street at Park Place. Raleigh Street from the East Gate to the class field has been widened and regraded and a sidewalk constructed. These new roads and drives are shown on the attached map. Grading and planting have been carried out as far as conditions will permit.

Work on the new tennis courts and recreation field is progressing and both should be ready for use this spring.

The Building Committee's approval of a campus lighting system with underground wires, will be a great aid to beautifying the campus by replacing unsightly poles, fixtures, and overhead wires.

An exchange of property authorized by the June meeting of the Board of Trustees transfers to the Junior Order of Gimghouls one plot of land of one and three-tenths acres and a second plot of five and seven-tenths acres adjoining the Gimghoul property at Piney Prospect for which the

University receives thirty-five acres in Battle Park and a 45 foot right of way extending in a straight line from the East Gate to a point in the Gimghoul property near the old Brockwell Cabin, which right of way was deeded by the University some years ago to P. H. Winston.

The transfer of sixty-five front feet of the Alexander lot authorized by the Board of Trustees has been made to the Episcopal Church to provide sufficient space for the enlargement of the Chapel of the Cross.

Three years ago, the Board of Trustees approved an exchange of property whereby the Battle heirs would receive the strip of land between Battle Street extended and the front line of the Battle property, and the University would receive a strip of land on the south side of the Battle property adjoining the University's property in Battle Park. This transfer was completed during the past year.

The Business Office

Reorganization of the work of the Business Office has gone forward during the year. Further improvements in the accounting system have been worked out by the Auditor, Mr. Rogerson, making more readily available information concerning the numerous departmental accounts and budget operations.

The budget system for the control of expenditures has now been in operation at the University two years, and the results have been most gratifying. In the rapidly increasing work of the various departments the system has presented the perspective necessary for the planning of a safe and well balanced program of expansion.

During the current year special effort will be made to collect the outstanding notes in the hands of the University. Most of these are "teachers' agreements" given under statutory provision by those preparing to teach. They cover $60 per year tuition and are to be cancelled when the signer has taught two years in the schools of North Carolina; if the signer goes into other work, the notes become payable.

Financial Statement

The attached balance sheets and supporting schedules show the conditions of the various funds of the University at the close of the fiscal year June 30, 1923, and an analysis of the operations of the funds throughout the year.

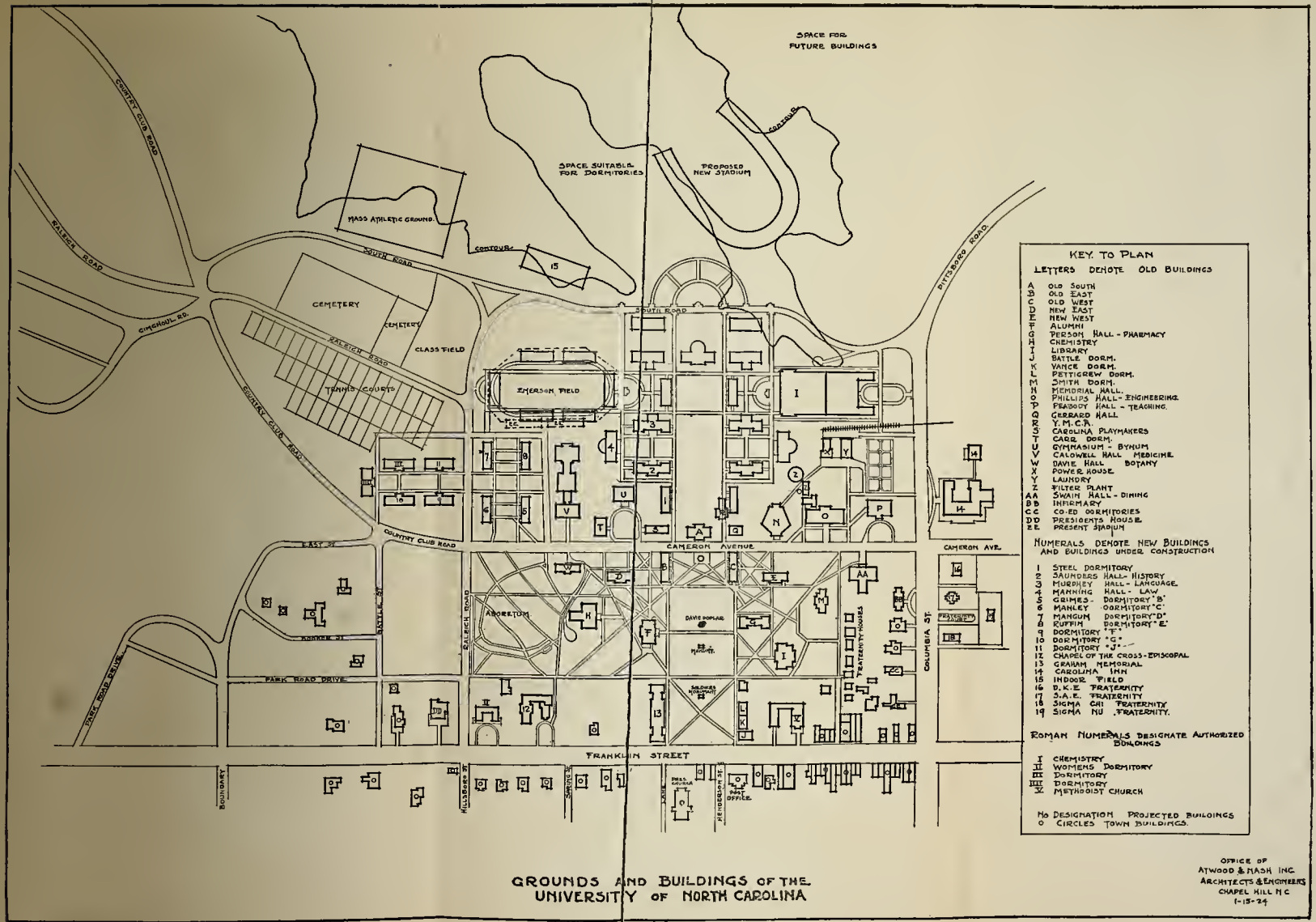
The accounts have been audited by the firm of Scott, Charnley & Co., Certified Public Accountants, working under the direction of the State Auditor, and detailed reports of the audit are on file at the office of the State Auditor and the Business Office of the University.

Respectfully submitted,

CHAS. T. WOOLLEN, Business Manager.

Manning Hall, The New Law Building

Saunders Hall



GROUNDS AND BUILDINGS OF THE UNIVERSITY OF NORTH CAROLINA

FINANCIAL REPORT

June 30, 1923

INDEX

	Section	Exhibit	Schedule
Consolidated Balance Sheet		A	
General Funds:			
Balance Sheet	1	B	
Income and Expenditures	1	B-1	
Student Fees	1		1
Detailed Income and Expenditures	1		2
Endowment, Trust and Special Funds:			
Balance Sheet	2	C	
Cash Statement	2	C-1	
Analysis of Investments	2		3
Building and Improvement Funds:			
Balance Sheet	3	D	
Cash Receipts and Expenditures	3	D-1	
Analysis of Funds	3		4
Advances on Construction Fund	3		5
Departmental Equipment Expenditures	3		6
Service and Trading Revolving Funds:			
Balance Sheet	4	E	
Profit and Loss Statement	4	E-1	
Plant and Equipment:			
Balance Sheet	5	F	
Plant Assets	5		7
Summer Schools Fund			8

CONSOLIDATED BALANCE SHEET

June 30, 1923

ASSETS

1. General Funds:			
Cash			
In Hands of University Treasurer	$4,371.72		
Deposited with Postmaster	100.00		
Bank of Chapel Hill (Salary Acct.)	90.00		
		$4,561.72	
Stores		9,938.62	
Accounts Receivable		24,010.33	
Notes Receivable		10,152.50	
Prepaid Insurance		620.73	
Due From Other Funds:			
American Red Cross Salary Fund	$234.04		
Endowment, Trust and Special Funds	117,095.80		
Building and Improvement Funds	3,720.01		
		$121,049.85	$170,333.75
2. Endowment Trust and Special Funds:			
Due From Kenan Trustees		$1,382,337.88	
Investments		343,138.94	
			$1,725,476.82
3. Building and Improvement Funds:			
Accounts Receivable		$12,273.82	
Appropriations Receivable		1,621,052.11	
Investments		34,864.28	
			$1,668,190.21
4. Service and Trading Revolving Fund:			
Petty Cash		182.80	
Inventories		49,420.53	
Receivables		20,662.70	
Deferred Expenses		1,290.30	
Due From General Funds		15,558.42	
			$87,114.75
5. Property and Equipment:			
Plant Assets and Equipment		$4,374,914.15	
Due From General Funds		10,583.70	
			$4,385,497.85
			$8,036,613.38

CONSOLIDATED BALANCE SHEET

June 30, 1923

Exhibit A

LIABILITIES

1. General Funds:			
Accounts Payable		$8,111.14	
Deposit Accounts		23,288.16	
Notes Payable		100,500.00	
Reserve for Doubtful Infirmary Accounts Receivable		198.82	
Due to Other Funds:			
Summer School Fund	$10,346.98		
Service and Trading Revolving Fund	15,558.42		
Sinking Fund	10,583.70		
		$36,489.10	
Surplus, Free Working Balance		$1,746.53	
			$170,333.75
Endowment, Trust and Special Funds:			
Reserve—Principal Sum		$1,608,381.02	
Due to General Funds		117,095.80	
			$1,725,476.82
3 Building and Improvement Funds:			
Reserve for Graham Memorial Building Fund		$75,543.71	
Due to General Funds		3,720.01	
Surplus Available for Expenditure		1,588,926.49	
			$1.668,190.21
4. Service and Trading Revolving Fund:			
Accounts Payable		$6,677.16	
Deposit Accounts		7,596.73	
Deferred Credits to Income		21,269.19	
Reserve for Depreciation		43,702.89	
Surplus, June 30, 1923		7,868.78	
			$87,114.75
5. Indebtedness and Plant Capital:			
U. N. C. Bonds		$154,700.00	
Reserve for Sinking Fund		10,583.70	
Surplus Invested in Plant Assets		4,220,214.15	
			$4,385,497.85
			$8,036,613.38

GENERAL FUNDS—BALANCE SHEET

June 30, 1923

ASSETS

Cash:			
In Hands of University Treasurer			
Banks	$4,271.72		
Petty Cash	100.00		
		$4,371.72	
Deposit with Postmaster		$100.00	
Salary Account—Bank of Chapel Hill		90.00	
			$4,561.72
Stores:			
Supplies and Material Inventory		$9,901.96	
Alcohol Stock		36.66	
			$9,938.62
Accounts Receivable:			
General		$5,898.98	
Sprunt Monograph		769.43	
Students Ledger		6,260.08	
Highway Commission		988.48	
Graham—Memorial Volume		301 93	
U. S. Veterans Bureau		2,070.50	
Advances to Alumni Association		7,720.93	
			$24,010.33
Notes Receivable:			
General			$10,152.50
Prepaid Insurance:			620.73
Due from Other Funds:			
American Red Cross Salary Fund		$234.04	
Endowment, Trust and Special Fund		117,095.80	
Building and Improvement Funds		3,720.01	
			$121,049.85
			$170,333.75

GENERAL FUNDS—BALANCE SHEET

June 30, 1923

Section 1
Exhibit B

LIABILITIES

Accounts Payable		$8,111.14
Deposit Accounts:		
Athletic Association	$18,999.16	
Room	3,139.00	
General Education Board	1,150.00	
		$23,288.16
Notes Payable:		
Bank of Chapel Hill	$82,000.00	
Jno. Spunt Hill	12,000.00	
T. F. Hickerson	6,500.00	
		$100,500.00
Reserve for Doubtful Accounts Receivable:		
Infirmary		198.82
Due to Other Funds:		
Summer School Fund, Schedule 8	$10,346.98	
Service and Trading Revolving Fund	15,558.42	
Sinking Fund	10,583.70	
		$36,489.10
Surplus, or Free Working Balance		$1,746.53
		$170,333.75

UNIVERSITY OPERATION AND MAINTENANCE INCOME AND EXPENDITURES—GENERAL FUNDS

1922-1923

Section 1
Exhibit B-1

INCOME

From State Appropriation			$480,000.00
From Trust Funds			6,140.00
From Endowment Funds			74,416.82
From American Red Cross Salary Fund			3,323.32
From Student Fees, Schedule1			141,135.46
From Sales and Miscellaneous Receipts:			
University Extension		$16,728.74	
Publications		5,956.62	
Interest, Purchase Discounts, etc.		9,143.42	
Tuition and Teachers Notes Paid		1,390.00	
General Education Board		6,953.78	
			$40,172.56
Total Income			$745,188.16

EXPENDITURES

Salaries		$537,887.50	
Wages		41,155.86	
Office Expense		6,915.22	
Printing and Publications		31,162.17	
Travel		14,922.58	
Supplies		24,755.28	
Repairs		27,595.22	
Books—Library		30,184.46	
Miscellaneous:			
Heat, Water and Lights	$15,327.76		
Summer School Appropriation	14,900.50		
Interest Expense	11,253.84		
Public Occasions, Insurance, etc.	14,107.32		
		$55,589.42	
Total Expenditures			$770,167.71
Expenditures in Excess of Income to Surplus Account			$24,979.55
Surplus Charges:			
Room Deposits Treated as Income, 1921-22			$2,393.00
			$27,372.55
Surplus Credits:			
Reserve for Departmental Balances at July 1, 1923		$13,492.76	
Free Working Balance at July 1, 1923		15,596.14	
Correction in Accounts Payable		30.18	
			$29,119.08
Surplus, or Free Working Balance, Exhibit B			$1,746.53

STUDENT FEES

1922-1923

Section 1
Schedule 1

Tuition:			
Academic		$90,276.85	
Law		7,560.67	
Pharmacy		5,174.66	
Medicine		5,474.27	
Total		$108,486.45	
Less Exemptions on Account of			
Scholarships	$9,048.88		
Fellowships	1,980.00		
Physical Infirmities	667.50		
Ministers Sons	3,285.00		
Teachers	3,010.00		
Instructors	1,140.00		
Teachers' Agreements	16,180.00		
Other	37.50		
		$35,348.88	$73,137.57
Registration Fees		$62,053.42	
Less:			
Fees to Athletic Assn.	$17,993.16		
Fees to Co-Ed Physical Inst.	250.00		
		$18,243.16	$43,810.26
Fees:			
Debating		$895.50	
Lockers		176.25	
Laboratory:			
Botany	$750.50		
Chemistry	7,945.03		
Engineering	1,803.00		
Commerce	891.50		
Geology	1,536.50		
Music	35.00		
Medicine	6,746.85		
Physics	1,311.50		
Psychology	20.00		
Pharmacy	1,367.00		
Zoology	709.00		
		$23,115.88	$24,187.63
Total Student Fees, Exhibit B-1			$141,135.46

DETAILED UNIVERSITY OPERATION AND MAINTENANCE EXPENDITURES—GENERAL FUNDS

1922-1923

	Total	Salaries	Wages
General Administrative:			
General Administrative Offices and General University Expense	($118,843.21)	($ 56,149.22)	($4,114.43)
Library	(46,104.95)	(12,120.65)	(1,384.64)
Physical Plant Operation and Maintenance:			
Heat Water and Light	15,327.76		
Buildings	37,490.18	6,045.00	15,061.03
Truck Service	2,336.17		327.37
Grounds	15,739.75	1,500.00	9,525.05
Arboretum	2,713.53		2,249.28
Totals	(73,607.39)	(7,545.00)	(27,162.73)
Instruction:			
Botany	10,711.34	9,943.14	196.50
Chemistry	34,914.79	26,858.65	1,079.95
Engineering	32,840.51	31,108.02	617.09
School of Commerce	17,147.36	16,745.72	177.71
Education	22,480.26	20,783.21	
Economics	12,362.93	12,349.96	1.85
English	53,550.66	53,441.24	25.00
Geology	12,922.48	11,557.17	243.50
Greek	3,753.25	3,750.00	
Germanic Languages	10,493.90	10,487.42	4.54
Graduate School	333.32		4.44
History and Government	27,527.34	27,409.68	7.30
Latin	12,351.27	12,327.48	
Library Instruction	8,208.22	8,208.22	
Law	20,324.72	20,116.44	113.60
Summer Law	1,113.00	1,100.00	
Mathematics	24,543.85	24,449.74	.34
Music	7,702.20	7,354.32	70.12
Medicine	33,472.16	29,474.86	120.80
Physical Education	8,994.76	6,619.08	90.25
Physics	11,404.09	10,429.76	199.77
Psychology	10,355.36	9,950.23	145.11
Public Welfare	15,507.99	14,879.92	141.90
Pharmacy	12,703.63	11,504.18	1 50
Philosophy	4,999.92	4,999.92	
Rural Economics	10,709.17	10,358.24	1.50
Romance Languages	37,646.12	36,707.72	613.82
Zoology	9,849.00	8,836.01	
Practice School	1,000.00		
Totals	(469,923.60)	(441,750.33)	(3,856.59)
University Extension	(46,788.06)	(20,322.30)	(4,637.47)
Summer School Appropriation	(14,900.50)	( )	( )
Total University Opr. and Mtnc. Expenditures, Exhibit B-1	$770,167.71	$537,887.50	$41,155.86)

DETAILED UNIVERSITY OPERATION AND MAINTENANCE EXPENDITURES—GENERAL FUNDS

1922-1923

Section 1
Schedule 2
Part 1

Office Expense	Printing and Publications	Travel	Supplies	Repairs	Books	Miscellaneous
($2,887.78)	($18,308.89)	($9,119.27)	($2,800.68)	($4,394.01)	( )	($21,068.93)
(360.37)	(243.29)	(38.13)	(934.14)	(817.50)	(30,184.46)	(21.77)
						15,327.76
91.66	35.36	12.00	1,777.46	14,341.85		125.82
			728.41	1,280.39		
			197.17	4,514.53		3.00
	6.00		127.11	331.14		
(91.66)	(41.36)	(12.00)	(2,830.15)	(20,467.91)	( )	(15,456.58)
94.11	60.76		370.25	22.57		24.01
99.12	93.70	50.00	6,101.83	631.54		
84.36	166.75	166.49	571.80	126.00		
12.15	87.68	9.00	73.40	11.70		30.00
370.59	471.20	257.34	433.31	133.50		31.11
	9.00		2.12			
7.35	25.10	31.79	12.68			7.50
57.75	64.05	35.68	838.67	125.66		
			3.25			
	.71		1.23			
133.27	111.07	57.30	27.24			
59.58	30.88		19.90			
	23.79					
30.52	47.03		5.53	1.60		10.00
13.00						
9.30	17.76		48.51	18.20		
98.70	82.45		38.81	29.80		28.00
99.99	59.11		3,559.12	158.28		
	13.10		402.32	324.94		1,545.07
19.90	28.85		620.69	104.90		.22
82.18	39.19		119.25	19.40		
166.63	226.88	20.00	61.90	6.19		4.57
14.80	48.72		1,096.07	13.36		25.00
209.45	74.39	1.00	17.98	17.90		28.71
37.03	238.14		37.11	2.30		10.00
	87.50		892.86	32.63		
						1,000.00
(1,699.78)	(2,107.81)	(628.60)	(15,355.83)	(1,780.47)	( )	(2,744.19)
(1,875.63)	(10,460.82)	(5,124.58)	(2,834.48)	(135.33)	( )	(1,397.45)
( )	( )	( )	( )	( )	( )	(14,900.50)
$6,915.22	$31,162.17	$14,922.58	$24,755.28	$27,595.22	$30,184.46	$55,589.42

DETAILED UNIVERSITY OPERATION AND MAINTENANCE EXPENDITURES—GENERAL FUNDS

1922-1923

	Total	Salaries	Wages
General Administrative:			
General Administrative Offices			
Board of Trustees	$139.09	$100.00	
President's Office	13,601.59	11,816.58	173.52
Business Office	17,293.91	14,433.20	556.22
Registrars' Office	9,625.26	8,324.96	117.13
Dean of Men	4,878.18	3,499.92	866.66
Adviser to Women	1,485.88	1,450.00	
Offices of Deans	3,644.42	3,122.92	80.97
Total	(50,668.33)	(42,747.58)	(1,794.50)
General Departments:			
Infirmary	8,541.16	5,708.32	
Health	2,212.95	2,100.00	
News Bureau	478.85		212.12
Chapel	113.58		100.00
Y. M. C. A.	4,669.09	3,083.32	
Miscellaneous	434.67		.20
Total	(16,450.30)	(10,891.64)	(312.32)
General Publications:			
Bulletin	153.10		
High School Journal	2,056.22		2.15
Catalogue	2,285.89		5.00
Record	1,931.92		11.10
Studies in Philology	2,149.08		.40
Mitchell Journal	2,595.74		
Law Review	829.33		
Journal of Social Forces	1,395.67	35.00	238.96
Miscellaneous	579.54		
Total	(13,976.49)	(35.00)	(257.61)
General Expense:			
Lectures	756.63		125.41
Commencement	2,727.53		491.30
Alumni Meeting	48.25		
Interest Expense	11,253.84		
Research	491.21		296.48
General Traveling	6,901.22		
University Sermons	159.70		30.35
Presidents' House	3,392.88	200.00	20.00
Subscriptions and Memberships	431.00		
Advertising	1,922.86		9.45
High School Survey	3,000.61	2,025.00	437.07
Debating Expense	951.62		
Miscellaneous	2,396.31		299.69
New Medical School	1,923.04		3.80
School of Commerce Lectures	249.93		16.35
Fire Protection	50.00		
Chatham County Survey	400.00		
County Commissioners Meeting	141.46		20.10
Pensions	250.00	250.00	
Seminar	300.00		
Total	(37,748.09)	(2,475.00)	(1,750.00)
Total General Administrative, etc., to Schedule 2	$118,843.21	$56,149.22	$4,114.43

DETAILED UNIVERSITY OPERATION AND MAINTENANCE EXPENDITURES—GENERAL FUNDS

1922-1923

Section 1
Schedule 2
Part 2

Office Expense	Printing and Publications	Travel	Supplies	Repairs	Books	Miscellaneous
$ 5.00	$ 19.18		$ 9.65			$ 5.26
407.93	1,160.35		11.86	19.35		12.00
816.19	1,205.59	7.00	79.90	189.42		6.39
372.99	787.60	1.00	15.33	6.25		
196.72	278.70		22.53	7.00		6.65
27.88	8.00					
296.57	131.41		10.05	2.50		
(2,123.28)	(3,590.83)	(8.00)	(149.32)	(224.52)	( )	(30.30)
118.50	17.50		436.30	326.34		1,934.20
.54	5.00	63.80	41.61	2.00		
56.36	192.99		11.38	6.00		
	5.75	3.00	4.83			
13.00	58.73			3.55		1,510.49
28.50	38.80		350.85	16.32		
(216.90)	(318.77)	(66.80)	(844.97)	(354.21)	( )	(3,444.69)
	153.10					
	2,051.27					2.80
6.90	2,266.49	7.50				
6.90	1,913.92					
.45	2,148.23					
	2,592.97		2.77			
12.75	787.60	16.30				12.68
50.85	1,013.86		3.25			53.75
	567.54		12.00			
(77.85)	(13,494.98)	(23.80)	(18.02)	( )	( )	(69.23)
6.51	19.01	35.00				570.70
	633.61	150.00	1,038.36			414.26
	2.00		46.25			
						11,253.84
2.10	21.85		165.74			5.04
		5,484.66	109.12	1,206.02		101.42
	12.00	67.35				50.00
			84.77	2,603.34		484.77
						431.00
	34.34					1,878.87
7.85	133.22	331.35		2.30		63.82
		951.62				
453.29	31.03	25.00	185.84	3.62		1,397.84
	4.55	1,914.69				
	12.50	61.00	36.93			123.15
						50.00
						400.00
			121.36			
						300.00
(469.75)	(904.31)	(9,020.67)	(1,788.37)	(3,815.28)	( )	(17,524.71)
$2,887.78	$18,308.89	$9,119.27	$2,800.68	$4,394.01		$21,068.93

ENDOWMENT, TRUST AND SPECIAL FUNDS
BALANCE SHEET

June 30, 1923

ASSETS

DUE FROM KENAN TRUSTEES:		
Bequest	$1,250,000.00	
Advances	132,337.88	
		$1,382,337.88
INVESTMENTS, Schedule 3:		
Students Notes Receivable	$52,511.14	
Stocks and Bonds	103,500.00	
U. N. C. Bonds	154,700.00	
Real Estate	32,427.80	
		$343,138.94
		$1,725,476.82

ENDOWMENT, TRUST AND SPECIAL FUNDS
BALANCE SHEET

June 30, 1923

Section 2
Exhibit C

LIABILITIES

RESERVE—PRINCIPAL SUM: Exhibit C-1		
Student Loan Funds	$112,232.93	
Scholarship and Fellowship Funds	126,644.00	
Special Funds	9,560.51	
Endowment Funds	1,359,943.58	
		$1,608,381.02
DUE TO GENERAL FUND: Exhibit C-1		$117,095.80
		$1,725,476.82

ENDOWMENT, TRUST AND SPECIAL FUNDS

Cash Statement, Year 1922-1923 and Condition of Funds at June 30, 1923

		CREDITS		
		Cash Balance July 1, 1922	Principal	Interest
Student Loan Funds:				
Masonic			$1,250.00	
Deems		174.09	1,806.35	1,463.15
Hewitt		2,660.32	300.00	1,061.78
Hogue		1,034.55	50.00	240.00
Martin		2,140.69	122.00	676.19
Holt	*	200.55	975.00	173.41
St. Bernard Commandery			200.00	
Seely			1,075.00	
V. S. Bryant			7,500.00	
Total		(5,809.10)	(13,278.35)	(3,614.53)
Scholarships and Fellowships:				
Carr Fellowship		100.00	300.00	
F. J. Smith Scholarship				840.00
Mary and Ann Smith Scholarships				2,220.00
Mary J. Speight Scholarship				600.00
Chair of History Scholarship				1,380.00
B. F. Moore Scholarship		47.00		447.00
Murchison Scholarship		15.00		180.00
Weil Memorial Scholarship		10.00		60.00
Ledoux Scholarship		40.00		300.00
B. F. Ray Scholarship				60.00
M. W. Buckhan Scholarship		45.00		90.00
U. D. C. Scholarship	*	40.00		
Graham Kenan Fellowship				1,625.00
Total		(217.00)	(300.00)	(7,802.00)
Special Funds:				
Edmonds Memorial		135.00		30.00
Mason Fund	*	3,272.07		60.00
Graham Memorial—Trf'd to B. & I. Funds				
Donation Class 1907	*	1,257.49		
Total		(*4,394.56)		(90.00)
Endowment Funds:				
Alumni Loyalty		2,975.24	1,860.08	614.25
Library Endowment		2,022.71	916.67	4,145.00
Weil Lecture		2,150.31		900.00
McNair Lecture		3,021.85		1,302.00
Due from Trustees Kenan Professorship				
Principal				
Cash		*96,300.21		75,000.00
Accrued Interest Receivable		*13,940.10		
Total		(*100,070.20)	(2,776.75)	(81,961.25)
Grand Total		*98,438.66	$16,355.10	$93,467.78

*Red

ENDOWMENT, TRUST AND SPECIAL FUNDS

Cash Statement, Year 1922-1923 and Condition of Funds at June 30, 1923

Section 2
Exhibit C-1

DEBITS			BALANCE JUNE 30, 1923			
Total	Expenditure	Transfer to Gen'l Fund	Total	Cash	Invested	Total
$1,250.00	$1,220.00		$1,220.00	$30.00	1,220.00	$1,250.00
3,443.59	2,765.00		2,765.00	678.59	45,568.81	46,247.40
4,022.10	5,270.64		5,270.64	*1,248.54	25,455.89	24,207.35
1,324.55	618.35		618.35	706.20	4,768.00	5,474.20
2,938.88	562.70		562.70	2,376.18	13,657.99	16,034.17
947.86	590.00		590.00	357.86	9,961.95	10,319.81
200.00	200.00		200.00		200.00	200.00
1,075.00	953.50		953.50	121.50	878.50	1,000.00
7,500.00				7,500.00		7,500.00
(22,701.98)	(12,180.19)		(12,180.19)	(10,521.79)	(101,711.14)	(112,232.93)
400.00	300.00		300.00	100.00		100.00
840.00		840.00	840.00		14,000.00	14,000.00
2,220.00		2,220.00	2,220.00		37,000.00	37,000.00
600.00		600.00	600.00		10,000.00	10,000.00
1,380.00		1,380.00	1,380.00		23,000.00	23,000.00
494.00		480.00	480.00	14.00	6,200.00	6,214.00
195.00		180.00	180.00	15.00	3,000.00	3,015.00
70.00		60.00	60.00	10.00	1,000.00	1,010.00
340.00		300.00	300.00	40.00	5,000.00	5,040.00
60.00		60.00	60.00		1,000.00	1,000.00
135.00	60.00	60.00	120.00	15.00	1,000.00	1,015.00
* 40.00		*40.00	*40.00			
1,625.00	1,375.00		1,375.00	250.00	25,000.00	25,250.00
(8,319.00)	(1,735.00)	(6,140.00)	(7,875.00)	(444.00)	(126,200.00)	(126,644.00)
165.00				165.00	500.00	665.00
*3,212.07	1,488.27		1,488.27	*4,700.34	14,927.80	10,227.46
*1,257.49	74.46		74.46	*1,331.95		*1,331.95
(*4,304.56)	(1,562.73)		(1,562.73)	(*5,867.29)	(15,427.80)	(9,560.51)
5,449.57	1,657.50		1,657.50	3,792.07	11,700.00	15,492.07
7,084.38		7,084.38	7,084.38		58,900.00	58,900.00
3,050.31	505.00		505.00	2,545.31	15,000.00	17,545.31
4,323.85	517.65		517.65	3,806.20	14,200.00	18,006.20
					1,250,000.00	1,250,000.00
*21,300.21	25,000.00	67,332.44	92,332.44	*113,632.65	*113,632.65	
*13,940.10		4,765.13	4,765.13	* 18,705.23	18,705.23	
(*15,332.20)	(27,680.15)	(79,181.95)	(106,862.10)	(*122,194.30)	(1,482,137.88)	(1,359,943.58)
11,384.22	43,158.07	85,321.95	128,480.02	*117,095.80	1,725,476.82	1,608,381.02

To Exhibit C.

ENDOWMENT, TRUST AND SPECIAL FUNDS

ANALYSIS OF INVESTMENTS

June 30, 1923

Student Loan Funds:

Masonic:

Student Loans	
Totals	

Deems:

2-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bonds	6%
Mortgage on House and Lot, Chapel Hill	6%
6-Liberty Storage Co., Gold Mtg. Bonds	6%
1- U. N. C. Bond	6%
Student Loans	6%
Totals	

Hewitt:

1-Arista Mills Co., Gold Mtg. Bond	6%
House and Lot, Chapel Hill	6%
4-Forsyth County Country Club, Gold Mtg. Bonds	6%
1-Hanes Hosiery Mills Co., Gold Mtg. Bond	6%
1-U. N. C. Bond	6%
4-Liberty Storage Co., Gold Mtg. Bonds	6%
3-Liberty Storage Co., Gold Mtg. Bonds	6%
3-Mayo Mills Co., Gold Mtg. Bonds	6%
1-Mayo Mills Co., Gold Mtg. Bond	6%
1-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bond	6%
1-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bond	6%
1-U. N. C. Bond	6%
Student Loans	6%
Totals	

Hogue:

House and Lot, Chapel Hill	
Student Loans	
Totals	

Martin:

3-Peace Institute 1st Mtg. Bonds	6%
2-Hanes Hosiery Mills, Gold Mtg. Bonds	6%
1-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bond	6%
3-Arista Mills Co., Gold Mtg. Bonds	6%
7-Liberty Storage Co., Gold Mtg. Bonds	6%
2-Shares Raleigh Cotton Mills	Varies
2-Madison County Bridge Warrant Bonds	6%
3-U. N. C. Bonds	6%
Student Loans	6%
Totals	

Holt:

Student Loans	
Totals	

St. Bernard Commandery Knights Templar No. 21, Rocky Mount:

Student Loans	
Totals	

Seely:

Student Loans	
Totals	

Total Student Loan Funds	

ENDOWMENT, TRUST AND SPECIAL FUNDS

ANALYSIS OF INVESTMENTS

Section 2
Schedule 3
Part 1

June 30, 1923

Student Notes Receivable	Stocks and Bonds	U. N. C. Bonds	Real Estate	Total Investment
$1,220.00				
(1,220.00)				$1,220.00
	2,000.00			
			4,000.00	
	6,000.00			
		3,000.00		
30,568.81				
(30,568.81)	(8,000.00)	(3,000.00)	(4,000.00)	45,568.8
	500.00			
			7,500.00	
	400.00			
	500.00			
		1,000.00		
	2,000.00			
	300.00			
	3,000.00			
	500.00			
	1,000.00			
	500.00			
		1,500.00		
6,755.89				
(6,755.89)	(8,700.00)	(2,500.00)	(7,500.00)	25,455.89
			4,000.00	
768.00				
(768.00)			(4,000.00)	4,768.00
	300.00			
	1,000.00			
	500.00			
	1,500.00			
	3,500.00			
	200.00			
	2,000.00			
		2,500.00		
2,157.99				
(2,157.99)	(9,000.00)	(2,500.00)		13,657.99
9,961.95				
(9,961.95)				9,961.95
200.00				
(200.00)				200.00
878.50				
(878.50)				878.50
$52,511.14	$25,700.00	$8,000.00	$15,500.00	$101,711.14

ENDOWMENT, TRUST AND SPECIAL FUNDS
ANALYSIS OF INVESTMENTS
June 30, 1923

Scholarship and Fellowship Funds:

F. J. Smith Scholarship:

1-U. N. C. Bond	6%
Totals	

Mary and Ann Smith Scholarship:

1-U. N. C. Bond	6%
1-U. N. C. Bond	6%
Totals	

Mary S. Speigh Scholarship:

1-U. N. C. Bond	6%
Totals	

Chair of History Scholarship:

5-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bonds	6%
1-U. N. C. Bond	6%
Totals	

B. F. Moore Scholarship:

1-Peace Institute Gold Mtg. Bond	6%
2-Peace Institute Gold Mtg. Bonds	6%
1-Arista Mills Co., Gold Mtg. Bond	6%
1-Liberty Storage Co., Gold Mtg. Bond	6%
2-Mays Mills Co., Gold Mtg. Bonds	6%
2-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bonds	6%
1-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bond	6%
1-U. N. C. Bond	6%
Totals	

Murchison Scholarship:

3-Hanes Hosiery Mills Co., Gold Mtg. Bonds	6%
1-U. N. C. Bond	6%
Totals	

Weil Memorial Scholarship:

1-U. N. C. Bond	6%
Totals	

Ledoux Fellowship:

2-Hanes Hosiery Mills Co., Gold Mtg. Bonds	6%
1 U. N. C. Bond	6%
Totals	

D. F. Ray Scholarship:

2-Liberty Storage Co., Gold Mtg. Bonds	6%
Totals	

W. M. Buchan Scholarship:

1-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bond	6%
1-U. N. C. Bond	6%
Totals	...

Graham-Kenan Fellowship:

1-U. N. C. Bond	6%
Totals	

Totals—Scholarship and Fellowship Funds

ENDOWMENT, TRUST AND SPECIAL FUNDS
ANALYSIS ON INVESTMENTS
June 30, 1923

Student Notes Receivable	Stocks and Bonds	U. N. C. Bonds	Real Estate	Total Investments
		$14,000.00 (14,000.00)		14,000.00
		16,000.00 21,000.00 (37,000.00		37,000.00
		10,000.00 (10,000.00)		10,000.00
	5,000.00 (5,000.00)	18,000.00 (18,000.00)		23,000.00
	1,000.00 200.00 500.00 500.00 1,000.00 2,000.00 500.00 (5,700.00)	500.00 (500.00)		6,200.00
	1,500.00 (1,500.00)	1,500 00 (1,500.00)		3,000.00
		1,000.00 (1,000.00)		1,000.00
	1,000.00 (1,000.00)	4,000.00 (4.000.00)		5,000.00
	1,000.00 (1,000.00)			1,000.00
	500.00 (500.00)	500.00 (500.00)		1,000.00
		25,000.00 (25,000.00)		25,000.00
	$14,700.00	$111,500.00		$126,200.00

ENDOWMENT, TRUST AND SPECIAL FUNDS

ANALYSIS OF INVESTMENTS

June 30, 1923

Special Funds:

Edmonds Memorial:

1-Arista Mills Co., Gold Mtg. Bond	6%
Totals	

Mason:

1-800 Acre Farm	
1-U. N. C. Bond	6%
Totals	

Totals—Special Funds	

Endowment Funds:

Alumni Loyalty:

2-Arista Mills Co., Gold Mtg. Bonds	6%
1-Hanes Hosiery Mills, Mtg Bond	6%
1-Mayo Mill Co., Mtg. Bond	6%
2-Liberty Storage Co., Mtg. Bond	6%
1-Liberty Storage Co., Mtg. Bond	6%
4-Winston-Salem Leaf Tobacco Co., Mtg. Bond	6%
1-U. N. C. Bond	6%
Totals	

Library Endowment:

40-Shares Neuse Mfg. Co., Common Stock	Varies
20-Shares Neuse Mfg. Co., Common Stock	Varies
20-Shares Neuse Mfg. Co., Preferred Stock	Varies
50-Shares Holt Granite Co., Preferred Stock	7%
7-Shares Raleigh Cotton Mill Co., Stock	6%
4-Liberty Storage Co., Gold Mtg. Bonds	6%
4-Liberty Storage Co., Gold Mtg. Bonds	6%
7-Winston Salem Leaf Tobacco Co., Gold Mtg. Bonds	6%
2-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bonds	6%
3-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bonds	6%
1-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bond	6%
3-Mayo Mills Co., Gold Mtg. Bonds	6%
50-Shares American Tobacco Co., Preferred Stock	6%
1-Compania Melaturarica Mexicano Co., Mtg. Bond	5%
3-U. N. C. Bonds	
Totals	

Weil Lecture:

2-Hanes Hosiery Mills Co., Gold Mtg. Bonds	6%
1-Hanes Hosiery Mills Co., Gold Mtg. Bond	6%
1-Deed of Trust, S. S. Baldwin	6%
4-Mayo Mills Co., Gold Mtg. Bonds	6%
1-Mayo Mills Co., Gold Mtg. Bond	6%
3-Winston-Salem Leaf Tobacco Co., Gold Mtg. Bonds	6%
2-Liberty Storage Co., Bonds	6%
1-U. N. C. Bond	6%
Totals	

MacNair Lectures:

2-Peace Institute Bonds	6%
20-Shares Neuse Mfg. Co., Preferred Stock	7%
60-Shares Neuse Mfg. Co., Common Stock	Varies
2-U. N. C. Bonds	6%
Totals	

Totals—Endowment Funds	

ANALYSIS OF INVESTMENTS

Section 2
Schedule 3
Part 3

June 30, 1923

Students Notes Receivable	Stocks and Bonds	U. N. C. Bonds	Real Estate	Total Investments
	$500.00			
	(500.00)			$500.00
			$13,927.80	
		1,000.00		
		(1,000.00)	(13,927.80)	14,927.80
	$500.00	$1,000.00	$13,927.80	$15,427.80
	$1,000.00			
	500.00			
	1,000.00			
	2,000.00			
	500.00			
	4,000.00			
		2,700.00		
	(9,000.00)	(2,700.00)		11,700.00
	4,000.00			
	2,000.00			
	2,000.00			
	5,000.00			
	700.00			
	4,000.00			
	400.00			
	7,000.00			
	1,000.00			
	300.00			
	500.00			
	2,000.00			
	5,000.00			
	2,500.00			
		2,250.000		
	(36,400.00)	(22,500.00)		58,900.00
	2,000.00			
	500.00			
			3,000.00	
	2,000.00			
	1,000.00			
	1,500.00			
	2,000.00			
		3,000.00		
	(9,000.00)	(3,000.00)	(3,000.00)	15,000.00
	200.00			
	2,000.00			
	6,000.00			
		6,000.00		
	(8,200.00)	(6,000.00)		14,200.00
	65,600.00	34,200.00		99,800.00
$52,511.14	$103,500.00	$154,700.00	$32,427.80	$343,138.94

BUILDING AND IMPROVEMENT FUND

Balance Sheet—June 30, 1923

ASSETS

ACCOUNTS RECEIVABLE, Schedule 4:			
Advances Account:			
Due from Contractors—Unexpended Advance.....		$1,207.35	
Property for Resale Fund:			
Due from Methodist Church for Property Sold....		11,066.47	
			$12,273.82
STATE APPROPRIATIONS RECEIVABLE, Schedule 4:			
1923 Fund.....		$1,620,000.00	
1917 Fund.....		1,052.11	
			$1,621,052.11
INVESTMENTS, Schedule 4:			
Graham Memorial Fund:			
Chapel Hill Ins. & Realty Co., Mtg..	$5,000.00		
Orange County B. & L. Assn., Mtg...	6,000.00		
Construction Plans, etc.....	4,864.28		
		$15,864.28	
Property for Resale Fund:			
Best House.....	$10,000.00		
Fowler House.....	6,000.00		
Vacant Lot—Depot Site.....	2,000.00		
Store Property.....	1,000.00		
		$19,000.00	$34,864.28
Total.....			$1,668,190.21

Section 3
Exhibit D

BUILDING AND IMPROVEMENT FUND

Balance Sheet—June 30, 1923

LIABILITIES

Reserve for Graham Memorial Fund, Schedule 4.....	$75,543.71
Due to General Fund—Cash Overdraft, Exhibit D-1.....	3,720.01
Total Liabilities.....	$79,263.72
Surplus Available for Expenditure, Schedule 4.....	$1,588,926.49
Total.....	$1,668,190.21

CAPITAL CASH RECEIPTS AND EXPENDITURES

BUILDING AND IMPROVEMENT FUNDS

July 1, 1922 to June 30, 1923

Section3
Exhibit D-1

RECEIPTS

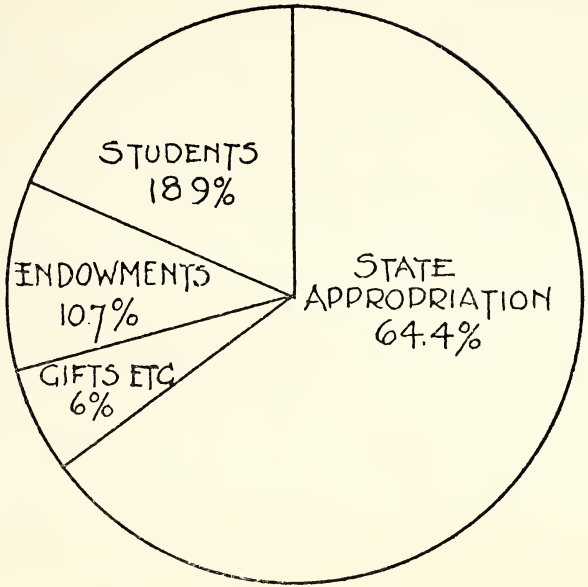
From State Appropriation		$610,000.00
From Gifts:		
Piano	$2,000.00	
Park Place Improvement	250.00	
Graham Memorial Bldg. Fund	7,506.31	
		$9,756.31
From Sales and Miscellaneous Receipts:		
Interest on Investments	$7,652.18	
Escheats Fund	5,317.89	
Fire Insurance	546.25	
U. N. C. Bonds Issued and Sold	3,400.00	
Property Sold	8,266.67	
		$25,182.99
Total Receipts		$644,939.30

EXPENDITURES

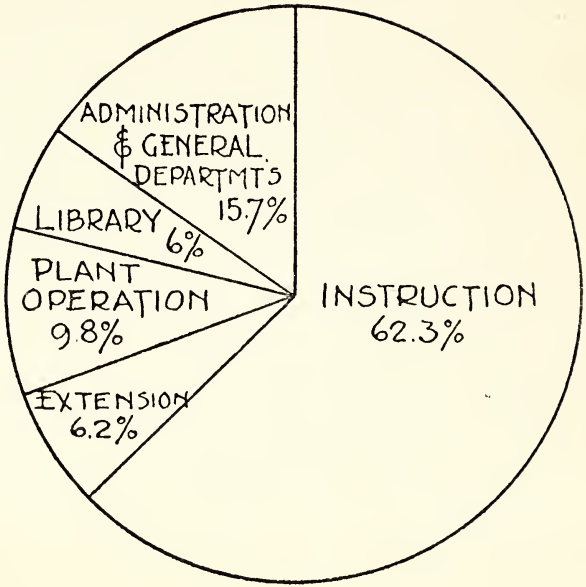
Advances on Construction in Progress:		
T. C. Thompson & Bros., Contractors, Schedule 5	$440,000.00	
T. C. Thompson & Bros., Contractors, Fees	30,000.00	
T. C. Atwood Organization, Arct. & Engrs. Fees	35,693.56	
Consulting Architect	5,269.26	
Liability Insurance	4,626.70	
		$515,589.52
Graham Memorial:		
Campaign Expenses	$3,512.17	
Building Plans, etc	3,864.28	
		$7,376.45
Departmental Equipment, Schedule 6	$38,399.06	
General Furniture	24,899.85	
Cleaning up after Fire	55.83	
Heating System and Extension	43,857.07	
General Building Construction and Improvements	49,790.85	
		$157,002.66
Total Expenditures, Schedule 4		$679,968.63
Excess of Expenditures		$35,029.33
Cash Balance at Beginning of Year:		
Transfer Graham Memorial Fund Cash Balance	$37,897.39	
Funds Overdraft per Annual Report 1921-22 before Transfer	6,588.07	
		$31,309.32
Cash Overdraft, Exhibit D		$3,720.01

MAINTENANCE FUND 1922 - 1923

SOURCE OF INCOME



DISTRIBUTION



ANALYSIS BUILDING AND IMPROVEMENT FUNDS

June 30, 1923

DESCRIPTION	To June 30, 1922	Since June 30, 1922	Total to Date	State 1923
Receipts				
From State Appropriation	$1,408,947.89	$610,000.00	$2,018,947.89	$30,000.00
From Gifts	69,768.91	9,756.31	79,525.22	
From Interest on Investment	2,591.75	7,652.18	10,243.93	
From Sale of U. N. C. Bonds	117,300.00	3,400.00	12,700.000	
From Misc. Sales and Receipts	12,669.37	14,130.81	26,800.18	
Total Receipts	$1,611,277.92	$644,939.30	$2,256,217.22	$30,000.00
Expenditures				
T. C. Atwood Organization	45,540.00	35,693.56	81,233.56	11,860.00
Liability Insurance	416.83	4,626.70	5,043.53	
Departmental Equipment	110,998.62	38,399.06	149,397.68	1,091.21
Laundry	53,893.88	1,789.67	55,683.55	
Steele Dormitory	152,228.54	810.00	153,038.54	
Building Extension	17,412.08	9,196.35	26,608.43	
Campus Extension	2,588.76		2,588.76	
Railroad Extension	80,670.36	*6,023.19	74,647.17	50,037.86
Women's Building	22,437.43	340.54	22,777.97	
Survey	2,000.00		2,000.00	
Memorial Hall	10,964.66	5,045.81	16,010.47	
Infirmary Improvements	2,499.49	591.83	3,091.32	
Dining Hall Improvements	9,606.69	1,752.16	11,358.85	
Barbee House	14,066.47		14,066.47	
Power House	50,514.01	7,686.85	58,200.86	705.34
General Heating System	15,133.06	63,402.24	78,535.30	
Outdoor Stage	744.64		744.64	
State Architect	5,000.00		5,000.00	
Fire Engine	6,287.50		6,287.50	
New Dormitories	335,159.30	55,219.85	390,379.15	
Grounds	17,076.83	4,184.42	21,261.25	
Faculty Houses	74,549.20	1,384.84	75,934.04	
Consulting Architect	1,114.68	5,269.26	6,383.94	
Tennis Courts	2,001.41	1,554.76	3,556.17	
Streets and Sewers	17,484.25	951.56	18,435.81	
History Building	63,033.03	89,271.96	152,304.99	
Storm Sewers	2,938.78	4,511.18	7,449.96	
South Campus Sewers	11,333.32	24,416.35	35,749.67	
Language Building	8,647.32	151,327.59	159,974.91	
Law Building	791.39	101,359.08	102,150.47	
Contractors Plant and Equipment	31,530.64	*21,587.87	9,942.77	9,942.77
Phillips Hall	138,685.10		138,685.10	
Rewiring Chemistry Building	4,643.05		4,643.05	
Repairs to Bldgs., and Equipment	32,253.20		32,253.20	
Research Lagoratory	142.20		142.20	
Park Place Development	82,582.92	146.23	82,729.15	
New Women's Building		22.03	22.03	22.03
New Chemistry Building		297.77	297.77	297.77
Old West Improvements		2,913.99	2,913.99	2,913.99
New Dormitories, Battle Park		8,072.87	8,072.87	8,072.87
Country Club Road		25.37	25.37	25.37
Old East Building		21.29	21.29	21.29
New Indoor Court		70.75	70.75	70.75
Arboretum		531.23	531.23	531.23
Battle Park Road		983.05	983.05	983.05

ANALYSIS BUILDING AND IMPROVEMENT FUNDS

June 30, 1923

Section 3
Schedule 4
Part 1

Appropriations 1921	Appropriations 1917	Graham Memorial	Special (Subject Appr.)	Park Place (Rental)	Power Plant Town Ext.	Property For Resale	Advances (T. C. T. & Bro.)
$1,490,000.00	$498,947.89						
2,000.00		74,675.22		2,850.00			
		10,243.93					
				74,700.00	46,000.00		
664.18			17,869.33			8,266.67	
1,492,664.18	498,947.89	84,919.15	17,869.33	77,550.00	46,000.00	8,266.67	
69,373.56							
5,043.53							
63,339.09	84,967.38						
22,183.55	33,500.00						
15,588.54	137,450.00						
19,949.58	6,658.85						
	2,588.76						
24,609.31							
22,777.97							
2,000.00							
16,010.47							
3,091.32							
11,358.85							
						14,066.47	
6,981.51	50,514.01						
71,372.00	7,163.30						
282.90	461.74						
5,000.00							
6,287.50							
390,379.15							
21,261.25							
75,934.04							
6,383.94							
3,556.17							
18,435.81							
152,304.99							
7,449.96							
35,749.67							
159,974.91							
102,150.47							
	138,685.10						
	4,643.05						
	32,253.20						
	142.20						
				82,729.15			

ANALYSIS BUILDING AND IMPROVEMENT FUNDS

June 30, 1923

DESCRIPTION	To June 30, 1922	Since June 30, 1922	Total To Date	State 1923
Expenditures—Cont'd				
Grading Around Dormitories		2,142.97	2,142.97	
Stadium		7,558.04	7,558.04	
Grading Around Class Bldgs		1,823.22	1,823.22	
Hardman Piano		2,020.00	2,020.00	
Dormitory Furniture		23,869.85	23,869.85	
General Furniture		24,899.85	24,899.85	
Fees on Con't, T. C. Thompson & Bros.		30,000.00	30,000.00	
G. M. F. Campaign Expense	5,863.27	3,512.17	9,375.44	
G. M. F. Investments	25,000.00	*14,000.00	11,000.00	
G. M. F. Construction Plans, etc	1,000.00	3,864.28	4,864.28	
Cleaning Up Expense after Fire		55.83	55.83	
Sewer Plant, Town Ex. Service Lines	82,633 17	6,754.07	89,387.24	
Best House	10,000.00		10,000.00	
Fowler House	6,000.00		6,000.00	
Vacant Lot—Depot Site	2,000.00		2,000.00	
Store Property	1,000.00		1,000.00	
Contractors Stores		11,504.38	11,504.38	11,463.96
Contractors Advances Acc't Sched. 5.	*3,403.85	4,611.20	1,207.35	
Total Expenditures, Exhibit D-1	$1,579,968.60	$679,968.63	$2,259,937.23	$98,039.49
Cash Balance, June 30, 1922	31,309.32			
Excess of Disbursements, 1922-1923		35,029.33		
Cash Overdraft or *Surplus, Ex'bt D-1			3,720.01	68,039.49
Surplus Available for Expenditures				
Fund Assets, Exhibit D				
Appropriations Receivable			$1,621,052.11	$1,620,000.00
Accounts Receivable			12,273.82	
Investments			34,864.28	
Cash Balance From Above			138,972.72	
Total Assets			$1,807,162.93	$1,620,000.00
Fund Liabilities, Exhibit D				
Cash Overdraft From Above			142,692.73	68,039.49
Reserve for Graham Memorial Fund			75,543.71	
Total Liabilities			218,236.44	68,039.49
Surplus or *Deficit, Exhibit D			$1,588,926.49	$1,551,960.59

Note:—

Deficit shown above only temporary. U. N. C. Bonds are authorized to be issued and sold to the permanent Endowment, Trust and Special Funds to cover excess expenditures.

ANALYSIS BUILDING AND IMPROVEMENT FUNDS

June 30, 1923

Section 3
Schedule 4
Part 2

Appropriations 1921	Appropriations 1917	Graham Memorial	Special (Subject Appr.)	Park Place (Rental)	Power Plant Town Ext.	Property For Resale	Advances (T. C. T. & Bro.)
$2,142.97							
7,558.04							
1,823.22							
2,020.00							
23,869.85							
24,899.85							
30,000.00							
		9,375.44					
		11,000.00					
		4,864.28					
			55.83				
					89,387.24		
						10,000.00	
						6,000.00	
						2,000.00	
						1,000.00	
40.42							
							1,207.35
1,431,184.39	499,027.59	25,239.72	55.83	82,729.15	89,387.24	33,066.47	1,207.35
*61,479.79	79.70	*59,679.43	*17,813.50	5,179.15	43,387.24	24,799.80	1,207.35
	1,052.11						
						11,066.47	1,207.35
		15,864.28				19,000.00	
61,479.79		59,679.43	17,813.50				
61,479.79	1,052.11	75,543.71	17,813.50			30,066.47	1,207.35
	79.70			5,179.15	43,387.24	24,799.80	1,207.35
		75,543.71					
	79.70			5,179.15	43,387.24	24,799.80	1,207.35
$61,479.79	$972.41		$17,813.50	*$5,179.15	*$43,387.24	$5,266.67	

ADVANCES ON CONSTRUCTION FUND

T. C. Thompson & Bros., Contractors

June 30, 1923

Section 3
Schedule 5

	Debit	Credit	Transferred to 1923 Fund	Transferred to 1921 Fund
To Advances to June 30, 1922	$540,000.00			
To Advances to June 30, 1923	440,000.00			
By Expenditures per Report June 30, 1923:				
8-Room Faculty Houses		$17,906.79		$17,906.79
6-Room Faculty Houses		16,513.65		16,513.65
Infirmary Improvements		721.14		721.14
6-Room Bungalows		17,532.17		17,532.17
4-Room Bungalows		19,410.53		19,410.53
Heating System		5,114.66		5,114.66
Streets and Sewers		11,053.63		11,053.63
Misc. Small Jobs		750.34		750.34
Memorial Hall		818.31		818.31
Domitories		364,483.28		364,483.28
History Building		139,012.65		139,012.65
Tennis Courts		1,062.41		1,062.41
Grading Around Dormitories		2,142.97		2,142.97
Power House Job		4,859.92		4,859.92
Stadium		5,773.32		5,773.32
Language Building		147,643.40		147,643.40
Law Building		98,385.27		98,385.27
Water System		705.34	705.34	
Old West		2,913.99	2,913.99	
South Campus Sewers		35,749.67		35,749.67
New Dormitories		8,072.87	8,072.87	
Storm Sewers		7,449.96		7,449.96
Country Club Road		25.37	25.37	
Old East		21.29	21.29	
New Railway Extension		37.86	37.86	
New Indoor Court		70.75	70.75	
Arboretum		531.23	531.23	
Library		1,091.21	1,091.21	
Battle Park Road		983.05	983.05	
Grading Class Buildings		1,823.22		1,823.22
Heating Extension		14,685.25		14,685.25
Stores		11,504.38	11,463.96	40.42
Plant		9,942.77	9,942.77	
Fees on 1921 Contract		30,000.00		30,000.00
Totals	$980,000.00	$978,792.65	$35,859.69	$942,932.96
Due by T. C. Thompson & Bros., Schedule 4		$1,207.35		
Totals	$980,000.00	$980,000.00	$35,859.69	$942,932.96

DEPARTMENTAL EQUIPMENT EXPENDITURES

BUILDING AND IMPROVEMENT FUNDS

July 1, 1923 to June 30, 1923

Section 3
Schedule 6

GENERAL ADMINISTRATIVE:		
General University Offices and Expense		
Presidents Office	$217.14	
Business Office	1046,.05	
Registrars Office	*67.10	
Dean of Men	28.80	
Offices of Deans	119.13	
Alumni Secretary	1,576.32	
		$2,920.34
General Departments		
Infirmary	$1,409.14	
Chapel	17.60	
Miscellaneous	125.00	
		$1,551.74
General Publications		
Journal of Social Forces		150.00
General Expenses		
Presidents' House	$991.37	
High School Survey	376.90	
		$1,368.27
Total General Administrative		$5,990.35
LIBRARY		2,490.23
PHYSICAL PLANT		541.06
INSTRUCTION:		
Botany	485.38	
Chemistry	4,602.53	
Engineering	6,959.14	
Commerce	1,307.28	
Education	518.41	
English	14.35	
Geology	1,823.71	
Greek	212.49	
Graduate School	89.82	
History and Government	403.35	
Latin	83.03	
Mathematics	201.00	
Music	980.16	
Medicine	3,378.51	
Physical Education	43.19	
Physics	2,259.66	
Psychology	411.48	
Public Welfare	19.00	
Pharmacy	1,913.76	
Rural Economics	210.03	
Romance Languages	157.27	
Zoology	639.23	
		$26,712.78
UNIVERSITY EXTENSION		2,565.14
SUMMER SCHOOL		99.50
Total Departmental Equipment Expenditures, Exhibit D-1		$38,399.06

SERVICE AND TRADING REVOLVING FUND

Balance Sheet—June 30, 1923

ASSETS

Petty Cash in Hands Dept. Mgrs.		$182.80
Inventories:		
Electric, Water and Heating Dept.	$11,278.65	
Resale Stock, Book Exchange	24,692.42	
Supplies, Laundry Dept.	2,243.44	
Food and Supplies, Dining Hall	11,206.02	
		$49,420.53
Accounts Receivable:		
Electric Water and Heating Dept., Consumers	$7,567.02	
Book Exchange, Dept'l Accts.	11,122.30	
Laundry, Dept'l Accts.	225.30	
Dining Hall, Dept'l and Boarders Accts.	1,228.78	
		$20,143.40
Notes Receivable:		
Book Exchange, Customers		$519.30
Deferred Expense:		
Dormitories—Summer Session		1,290.30
Due from General Funds		15,558.42
		$87,114.75

SERVICE AND TRADING REVOLVING FUND

Balance Sheet—June 30, 1923

Section 4
Exhibit E

LIABILITIES

Accounts Payable:		
Electric, Water and Heating Dept., Creditors	$3,366.44	
Book Exchange—Creditors	942.91	
Laundry—Creditors	7.67	
Dining Hall—Creditors	2,360.14	
		$6,677.16
Deposit Accounts:		
Electric, Water and Heating Dept.—Meter Deposits	$1,299.84	
Laundry Dept.—Student	6,296.89	
		$7,596.73
Deferred Credits to Income:		
Book Exchange—Sales	$3,607.27	
Dormitories—Prepaid Rent	5,062.00	
Dining Hall—Prepaid Board	12,599.92	
		$21,269.19
Reserve for Depreciation:		
Electric, Water and Heating Dept.	$9,074.70	
Laundry Dept.	5,949.96	
Rental Dept.	8,378.23	
Dormitories Dept.	20,300.00	
		$43,702.89
Total Liabilities		$79,245.97
Surplus, Exhibit E-1		7,868.78
		$87,114.75

SERVICE AND TRADING REVOLVING FUND

Consolidated and Condensed

Exhibit E-1
Section 4

Profit and Loss Statement—year ended June 30, 1923

REVENUE:	
Net Sales, Board, Rents, Service University, Town and Students	$432,141.14
EXPENSES:	
Cost of Goods Purchased for Resale	73,355.21
Food	69,592.58
Fuel, Water, Light and Power	68,570.82
Salaries and Wages	98,889.76
General Operating Expenses	5,111.73
Miscellaneous Supplies and Expenses	11,144.02
Truck Expense	2,096.46
Repairs to Equipment	8,664.71
Repairs to Buildings	10,714.09
Repairs to Service Lines	6,574.00
Depreciation	30,900.11
Administrative	5,984.85
Office Supplies and Expenses	4,382.59
TOTAL EXPENSES	395,980.93
PROFIT FROM OPERATIONS	36,160.21
INCOME CREDITS:	
Purchase Discounts	1,950.26
GROSS INCOME	38,110.47
INCOME CHARGES:	
To University in Lieu of Rent Interest on and for Retirement of U. N. C. Bonds, the proceeds from the sale of which was used in the construction of plants	15,528.79
NET INCOME	22,581.68
SURPLUS AT BEGINNING OF YEAR	*14,712.90
SURPLUS FOR THE YEAR	22,581.68
SURPLUS, Exhibit E	7,868.78

*Red.

PROPERTY AND EQUIPMENT BALANCE SHEET

June 30, 1923

ASSETS

Land and Buildings	$3,321,291.42
Furniture and Equipment	576,925.68
Service and Trading:	
Property and Equipment	308,574.23
All Other Property	168,122.82
Total Property Accounts	4,374,914.15
Due From General Fund	10,583.70
Total	$4,385,497.85

PROPERTY AND EQUIPMENT BALANCE SHEET

June 30, 1923

Section 5
Exhibit F

LIABILITIES

U. N. C. Trustee Bonds Owned by Various Funds.	$154,700.00
Reserve for Sinking Fund For Retirement of U. N. C. Bonds.	10,583.70
Total Liabilities	165,283.70
Surplus Invested: In Plant Assets	4,220,214.15
Total	$4,385,497.85

PLANT ASSETS AND EDUCATIONAL EQUIPMENT

June 30, 1923

Land:	
Campus	$117,545.44
Inn Lot Addition	10,000.00
Graves Property	10,000.00
Roberson Property	10,000.00
Delta Theta Property	5,000.00
Town Lot, Franklin St.	5,000.00
Town Lot, Rosemary St.	500.00
Two Tracts, Columbia Ave.	3,500.00
Bungalow Site	2,400.00
Total Value of Land	$163,945.44
Buildings:	
Fees, Advances—Const. in Progress	1,072,661.03
New Chemistry Bldg.	297.77
New Women's Bldg.	22.03
Language Bldg.	12,331.51
Law Bldg.	3,765.20
New Dormitories	25,696.07
History Bldgs.	13,292.34
Alumni Bldg.	100,000.00
Old East Bldg.	65,000.00
New East Bldg.	75,000.00
Carr Bldg.	50,000.00
Davie Hall	60,000.00
Smith Hall	35,000.00
Y. M. C. A.	25,000.00
Bynum Gymn.	50,178.19
South Bldg.	75,000.00
Gerrard Hall	15,000.00
Memorial Hall	90,192.16
Old West Bldg.	65,000.00
New West Bldg.	70,504.14
Person Hall	25,224.20
Smith Bldg.	35,000.00
Chemistry Bldg.	125,250.76
Library Bldg.	150,000.00
Infirmary	32,370.18
Caldwell Hall	125,197.12
Vance-Battle-Pettigrew Bldg.	125,000.00
Peabody Bldgs.	90,010.00
Presidents' House	30,680.90
Forwarded	$2,642,673.60

PLANT ASSETS AND EDUCATIONAL EQUIPMENT

June 30, 1923

Section 5
Schedule 7

VALUE OF LAND, FORDWARDED		($163,945.44)
BUILDINGS FORWARDED		2,642,673.60
Dining Hall		131,977.02
University Inn		7,000.00
Women's Bldg		12,817.97
General Improvements		34,806.26
Steele Dormitory		153,071.13
Phillips Hall		175,000.00
Total Value Bldgs		(3,157,345.98)
Total Value of Land and Bldgs		3,321,291.42
FURNITURE AND EQUIPMENT:		
Departmental and General		$293,852.79
Library		200,184.30
Dormitories		82,888.59
Total Value of Furniture and Equipment		$576,925.68
SERVICE AND TRADING DEPT. BLDGS. AND EQUIPMENT, RENTAL PROPERTY:		
University Press	$8,969.65	
Dwelling, near Episcopal Church	7,500.00	
Dwelling, near Kluttz House	7,500 00	
Fraternity Dwelling	3,500.00	
Park Place Housing Development	80,129.15	
Battle House	9,066.47	
Faculty Houses	1,304.94	$117,970.21
Power Plant and Service Lines		135,193.64
Laundry		55,410.38
Total Service and Trading Bldgs. and Equipment		308,574.23
OTHER PROPERTIES:		
Railroad Extension		93,607.81
Heating Extension		46,712.17
Emerson Stadium		26,784.72
Street and Sewers		1,018.12
Total other properties		$168,122.82
Total of all Plant Assets and Equipment		$4,374,914.15

SUMMER SCHOOLS FUND

June 30, 1923 — Schedule 8

INCOME AND EXPENDITURES, 1922 SESSION

Income:		
Tuition (Net)		$1,637.00
Registration Fees, (Net)		18,933.50
Music Fees		472.00
Gymnasium Fees		422.50
Y. M. C. A.		15.50
Musical and Other Attractions		521.96
Dormitory Rent		4,915.00
University Appropriation		15,000.00
Total Income		$41,917.46
Expenditures:		
Salaries	$35,460.16	
Wages	1,070.08	
Dormitory Operation	4,256.49	
Printing and Postage	1,482.27	
Office Supplies and Expenses	64.59	
Advertising	206.00	
Telephone and Telegraph	72.81	
Taxes	169.72	
General Supplies	191.29	
Hauling Trunks (Net)	181.21	
Music Laobratory Supplies	9.59	
Musical and Other Attractions	2,216 55	
Equipment	207.67	
Water, Gymnasium (Showers and Pool)	300.00	
Total Expenditures		$45,888.43
Deficit 1922 Session		$3,970.97
Deficit Previous Years		4,482.26
Total Deficit from Operations at close 1922 Session		$8,453.23
Income and Expenditures 1923 Session, Deferred-A		
Income to June 30, 1923	$24,661.50	
Expenditures to June 30, 1923	5,861.29	
Excess Income		$18,800.21
Fund Balance, June 30, 1923, Exhibit B		$10,346.98

A—*See Directors Report for Statement 1923 Session.*

Report of the Gymnasium Director

To the President of the University:

I have the honor, as Director of the Gymnasium, to submit the following report:

Sixty-four upper-classmen, candidates for the football team, reported for practice on September first. These men received a thorough physical examination before they were allowed to report to Coach Fetzer. The squad almost from the beginning suffered many physical injuries. This of course lowered the standard of efficiency.

During the period of registration seven hundred and forty-two freshmen were examined for entrance. In this large class there were detected remarkably few physical defects. The most common, astigmatism, usually runs around fifteen per cent; the present class shows less than eight per cent. Otherwise the present class differs little from former classes. The average age is 18.2; weight, 134.3; height, 5.7; neck, 13.8; chest, 33; expansion, 35.5; biceps, 11; thigh, 19 4; lung capacity, 244.9 c.c.

Under the new plan to enforce the physical work, the freshmen were disposed of as follows: One hundred and eighty secured permanent jobs, largely through the self-help committee, and were excused from the required work in the gymnasium. Eighty were excused on account of freshman football. The physical department kept in touch with these men and as they were dropped from the squad they received other assignments. A large number of students played "Push" ball, and there were many classes organized in "Touch" football.

Five hundred and sixty freshmen were divided into four sections, an equal number in each, and assigned work in the gymnasium. The new plan, because of the coöperation of the Registrar's office, has produced excellent results. There has been an average attendance of 95 per cent.

Something must be done to meet the needs of the increasingly large freshman class. A new building is urgently needed. Our present building cannot accommodate half the present class. During the winter months, when the gymnasium is overcrowded, the upper-classmen are excluded, except for half an hour, because the freshmen classes are being held for the entire afternoon. The new physical educational building, now under construction, will offer room for games, indoor track, etc.; but it can never be used for specific physical culture work.

Respectfully submitted,

R. B. LAWSON, Physical Director.

Report of the University Physician

To the President of the University:

Permit me to submit the following report for the Infirmary for the year 1922-23:

A total of 1,041 students reported sick at the Infirmary; of this number 579 spent a total of 1,637 days in the Infirmary.

Among the more important cases reporting are the following: Diseases: Arthritis, 4; asthma, 2; chicken-pox, 2; diarrheoa, 7; dysentery, 1; dengue, 1; diptheria, 1; eye diseases, 39; epilepsy, 1; hay fever, 1; heart disease, 9; influenza, 196; measles, 9; mumps, 1; malaria, 13; nephritis, 10; pneumonia, 13; pulmonary hemorrhage, 9; pyelitis, 1; skin diseases, 111; tonsilitis, 23; tuberculosis (of lungs), 8; appendicitis, 21.

Infections: Antrum, 18; abscess leg, 1; carbuncle, 3; chancroid, 3; cystitis, 3; elbow, 1; ethmoid, 5; face, 4; foot, 14; groin, 2; hand, 6; knee, 3; jaw, 1; leg, 10; middle ear, 14; nicerean, 5; lues, 2; mastoid, 1; shoulder, 1; sinus, 6; spine, 1.

Injuries: Ankle, 35; back, 9; elbow, 7; eye, 11; hand, 35; heel, 1; head, 22; knee, 19; leg, 9; shoulder, 7; testicle, 4; thigh, 1; wrist, 7.

Fractures: Ankle, 3; clavicle, 1; forearm, 1; finger, 2; hand, 1; jaw, 1; nose, 5; ribs, 4; skull, 1; tibia, 1; thigh, 1; wrist, 1.

Dislocations: Clavicle, 2; finger, 4; radius, 1; shoulder, 1.

Others: Burns, 13; hemorrhoids, 11; hernia, 4; kidney colic, 2; neuritis, 3; sciatica, 2; varicose veins (severe), 1; fistula, 2; wood alcohol poisoning, 2.

Surgical operations (most of which were performed at Watts Hospital by consulting surgeons): Appendicitis, 16; antrum, 19; circumcision, 3; fistula, 2; groin, 2; hand, 3; hernia, 3; hemorrhoids, 3; knee, 1; middle ear, 16; nose, 5; ischio-rectal abscess, 3; ethmoid, 2; foot, 1; jaw, 1; stone on kidney, 2; sinus, 1, tonsils, 4; varicose veins, 1.

Forty-five students were sent home during the year, being unable to continue their work.

There were no deaths.

During the year the Infirmary has been enlarged to 43 beds and the equipment has been materially increased, including a modern X-Ray plant. The new addition makes available 10 wards, each a unit, with private bath, and two private rooms.

Permit me to commend the faithful services rendered by the two nurses, Mrs. F. M. Rice and Miss Edna Womack, whose untiring work, night and day, has been a large factor in the excellent results obtained.

Respectfully submitted,

ERIC A. ABERNETHY, University Physician.

The University of North Carolina Press

REPORT OF THE DIRECTOR

To the President of the University:

I have the honor to present the report of the University of North Carolina Press from its incorporation on June 12, 1922, to the 31st of October, 1923.

The formal incorporation of the Press was effected at a meeting in the Alumni Building at eight p. m. on June 12, 1922, the list of incorporators being as follows: Alfred M. Scales, Greensboro; Zeb V. Walser, Lexington; Leslie Weil, Goldsboro; Harry W. Chase, William C. Coker, Louis Graves, Edwin Greenlaw, J. G. deR. Hamilton, Lucius P. McGehee, Howard W. Odum, Chester D. Snell, Nathan W. Walker, and Louis R. Wilson, Chapel Hill. The late Professor Lucius P. McGeehee served as chairman of the meeting and Louis Graves as secretary.

Objects of the Press

The objects for which the Press was incorporated were set forth in the articles of incorporation as follows:

"To publish periodicals devoted to the advancement of learning and produced at the University of North Carolina by or under the direction of the faculty of that University.

"To publish, so far as may be agreed between the corporation and the authorities of the University of North Carolina, catalogues, bulletins and other documents pertaining to that University or to any department thereof.

"To promote generally, by publishing deserving works, the advancement of arts and sciences and the development of literature."

Officers and Editors Appointed

In accordance with the articles of incorporation, the Board of Governors at their first meeting in October, 1922, elected as officers Louis R. Wilson, Director, and Louis Graves, Secretary, and the Press was authorized to publish under its imprint in the future the following University publications: *The Journal of the Elisha Mitchell Scientific Society, Studies in Philology, The James Sprunt Historical Publications, The High School Journal, The Journal of Social Forces, The North Carolina Law Review, The University News Letter, The University of North Carolina Extension Bulletin.*

Provision was also made for the establishment of three series of University of North Carolina Studies, namely Studies in Language and Literature, Studies in Social Science and History, and Studies in Science. Authorization was made for the publication of the McNair and Weil lec-

tures to be delivered during the year; for the publication of "The Saprolegniaceae, with Notes on Other Water Molds," and "The Clavarias of the United States and Canada," by Dr. W. C. Coker; and for such other scholarly works as should be decided upon by the Press at later dates.

Administrative Organization

In order that the activities of the Press might be immediately gotten under way, headquarters were provided in the office of the Librarian of the University, and an arrangement was perfected with the Library by which the exchanges of the Press are looked after, its clerical work is handled, and its general administration is directed. During the summer of 1923, a new office was fitted up on the second floor of the Library for administrative purposes, the equipment of a storage room in Alumni Building was authorized, and the Director spent ten days in the North studying the organization and administration of the Yale, Columbia, and Princeton Presses, and visiting the plants of a number of printing and binding establishments in New York, Pennsylvania, and Maryland.

Financial Statement

To carry on the work of the Press the following appropriation was made by the University for the year 1923-24:

For advertising	$ 250.00
For printing three series of studies	2,000.00
For administrative and office expenses	1,000.00
Total	$3,250.00

Complete List of Publications

The complete list of titles of books or studies which have been approved to date by the Press for publication and have been advertised in the "Publishers' Trade List Annual" and elsewhere, are as follows: "The Saprolegniaceae, with Notes on Other Water Molds," by W. C. Coker; "The Clavarias of the United States and Canada," by W. C. Coker; "Law and Morals," by Roscoe Pound; "The Scientific Study of Society," by Franklin H. Giddings; "A Spanish Grammar," by Albert Shapiro; "Religious Certitude in An Age of Science," by Charles A. Dinsmore; "Community Organization," by Jesse F. Steiner; "Analytical Index to the Ballad Entries in the Stationers' Register," by Hyder E. Rollins; "Argentine Literature: A Bibliography of Literary Criticism, Biography and Literary Controversy," by Sturgis E. Leavitt; "The Theory of Relativity," by Archibald Henderson, J. W. Lasley and A. W. Hobbs; "Agricultural Graphics: North Carolina and the United States, 1866 to 1922," by Henrietta R. Smedes. Of these, the first and last have already been published, three others are now in press, and the entire list will be published by June 30, 1924.

Immediate Objectives

With this brief presentation of the organization and activities of the Press, I wish to set forth what I consider the more immediate purposes which it should keep steadily in mind. These are as follows:

(1) It should constantly bring under its review all the various publishing activities of the University, so that general policies looking to their increased welfare may be inaugurated and prosecuted.

(2) It should give assistance to the editors of the various journals in placing printing contracts advantageously, in suggesting ways and means of improving the appearance of the respective publications, and in planning the typographical lay-out and physical make-up of periodicals and books.

(3) It should systematize the mailing lists of the various publications and provide a central office for the handling of orders coming both directly to it and to the different publications and offices of the University.

(4) It should develop an advertising and sales organization so that all publications may be properly marketed.

(5) It should secure through reviews, advertising, and other means the greatest possible amount of constructive publicity for the scientific and scholarly work of the University.

(6) Through coöperation with the Library, it should establish exchange relationships with other educational institutions and learned societies and thereby secure not only a wider distribution of its own publications but in return the publications of other institutions and learned societies.

(7) It should provide adequate storage and office space for the convenient and expeditious handling of the publications issued.

(8) It should set up a system of bookkeeping by means of which receipts and disbursements, not only for the books, but for the various publications coming directly under the management of the Press, may be instantly known.

Major Purpose Stated

These, as has been indicated, are the more immediate and obvious purposes of the Press. The major purpose of the Press, if I understand it correctly, is to give the University standing in the field of publishing commensurate with its standing in the fields of teaching, research, and extension. To enter the publishing field here in the South, to develop a great scholarly publishing business similar to those built up by Harvard and Yale and Chicago in America, and Cambridge and Oxford in England, can and will bring the University distinction of the same high character as that brought it by the development of its various schools with the additional advantage that its scholarly output can be even more widely disseminated throughout the scholarly world than the graduates of its schools. Through the publication of books and studies which members of the faculty are constantly producing and publishing elsewhere, through text books which it may publish and place in other colleges and universities of the country,

and through its scholarly journals (of which it is interesting to note that it has more than Yale or Princeton, to mention two of the large private institutions of the East), it can give evidence throughout the entire world of its high scholastic attainments. Conceived of in this manner the establishment of the Press is an event of the very greatest importance not only to the University but to the South and Nation, and its steady development should instantly command the most serious thought and the fullest support of the entire University.

Recommendations

In order that these purposes may be steadily realized, I beg to offer the following recommendations:

(1) *Personnel.* That an assistant director be employed whose particular duties it will be to assist in the manufacturing of publications, who will assume control of the shipping and billing department, and who will devote especial consideration to the development of an effective sales organization. If the publications issued by the Press are to be distributed advantageously and if its publishing activities are to be steadily advertised and maintained, a thoroughly effective sales agency with manager and clerical assistant must be provided.

(2) *Advertising and Revolving Funds.* That a more adequate advertising fund be secured and that a revolving fund of several thousand dollars be provided with which to underwrite the publication of books until they can be placed on sale. The most serious difficulties with which the Press has been confronted are that it has had such limited funds with which to launch a successful advertising campaign, and that it has had no money whatever to begin the publication of several manuscripts which were in every way worthy of publication and which would pay for themselves in the course of a few years if only means could be provided for printing them.

(3) *Endowment.* In addition to these funds, a special endowment fund of from $25,000 to $100,000 should be built up, the income from which could be applied to the publication of books and studies which could not be expected to pay for themselves, but which would reflect great credit upon the University if published. Manifestly it is impossible for the Press to publish at a profit all of the publications which are brought to its consideration, but in many instances where this is the case provision through income secured from endowment or direct from special gifts should be made for their publication. Assistance of this nature has gone far towards giving other university presses special distinction, and the opportunity to provide such funds is one which should make an unusually strong appeal to many alumni and citizens of the State who are interested in the development of a successful publishing business at the University and its acceptance by them should be immediately brought to their attention.

Respectfully submitted,

LOUIS R. WILSON, Director.

Publications and Addresses of the Faculty

RAYMOND W. ADAMS:

Preparation for College English. Delivered at the annual meeting of the North Carolina Council of English. Greensboro, March 10, 1923.

Creative Writing. Delivered at the annual meeting of the Federated Women's Clubs, Winston-Salem, May 3, 1923.

Commencement Addresses at Walnut Cove and White Oak.

F. H. ALLPORT:

Character Formation in Childhood. Before the Raleigh Woman's Club, February 2, 1923.

Some Problems in the Training of Young Children. Before the Community Club of Franklinville, N. C., April 27, 1923.

Facial Expressions and How We React to Them. Before the Elisha Mitchell Scientific Society, December 12, 1922.

The Journal of Abnormal Psychology and Social Psychology. (Edited.)

WILLARD E. ATKINS:

The Worker in Modern Economic Society. Co-author. The University of Chicago Press. 1923.

Commencement Addresses at Lindbloom and Englewood High Schools, Chicago.

Addresses: "The Business Cycle," Jackson Park Rotary Club; "The Status of the Reparations Question," Austin Community Club.

J. G. BEARD:

Laws Being Sought by North Carolina Druggists. Greensboro Daily News, January 20, 1923.

William Simpson: His Life and Achievements. Journal of the American Pharmaceutical Association, May, 1923.

A Pharmacist on Every State Board of Health. Druggists Circular, June, 1923.

How State Pharmaceutical Associations Should Function. Address before the South Carolina Pharmaceutical Association, Greenville, June, 1923.

Board Members of Long Service. Pharmaceutical Era, July 14, 1923.

The Present Statistical Relation of National Drug Stores to People and to Physicians. Pharmaceutical Era, August 14, 1923.

Limiting the Sale of Medicines to Drug Stores. Address before the House of Delegates of the American Pharmaceutical Association, Asheville, September, 1923.

History of Organizations in American Pharmacy. Part I. A Contribution Made to the Historical Section of the American Pharmaceutical Association, Asheville, September, 1923.

How to Purchase, Take, and Keep Medicines. Greensboro Daily News, October 14, 1923.

Observations on the Asheville Meeting of the American Pharmaceutical Association. American Druggist, November, 1923.

Class Consciousness and Mental Attitudes. Address before the School of Pharmacy of the Medical College of Virginia, November, 1923.

Carolina Journal of Pharmacy (monthly), edited.

JAMES B. BULLITT:

Photomicrography in Military Hospitals. Address before Medical Reserve Officers, Fort Bragg, N. C.

A Simple Apparatus for Photomicrography. Paper and Demonstration, N. C. State Medical Association, Asheville.

FRANCIS F. BRADSHAW:

The Responsibility of the University for Control of the Moral and Social Life of Its Students. A Paper read before the National Convention of Deans and Advisors of Men at Purdue University, April, 1923.

The Productive Life. A Commencement Address delivered at Wagram, N. C., May, 1923.

The Beginnings of Personnel Work at the University of North Carolina. News-Bulletin of the Bureau of Vocational Information, New York, October 15, 1923.

EDMUND BROWN, JR.:

Coöperative Marketing of Tobacco. N. C. Law Review, April, 1923.

R. E. COKER:

Methuselah of the Mississippi. Scientific Monthly, XVI, No. 1, January, 1923.

Primitive Fishery Methods in Lake Titicaca. Natural History (Journal of the American Museum, New York), XXIII, No. 1, February, 1923.

Progress in Biological Inquiries, 1922. United States Bureau of Fisheries Document No. 936. 1923.

Breeding Habits of Limnoria at Beaufort, N. C. Journal of the Elisha Mitchell Scientific Society, XXXIX. 1923.

W. C. COKER:

Edible and Poisonous Fungi. Lecture before the Crowell Science Club, Trinity College, March 15, 1923.

The Scope and Functons of a State Academy of Science. Address delivered at the foundation of the Virginia Academy of Science, Williamsburg, Va., April 26, 1923.

Human Progress and the Scientific Method. Public address made before the University of South Carolina as exchange professor to that University during the week of May 14, 1923.

Two seminar lectures on botanical subjects given at the University of South Carolina as exchange professor during the above-mentioned week.

The Gasteromycetes of North Carolina. With J. N. Couch. Journal of the Elisha Mitchell Scientific Society 38: 231-243. Pls. 71-83 inclusive. May, 1923.

A New Species of Thraustotheca. With J. N. Couch. Journal of the Elisha Mitchell Scientific Society 39: 112-115. 1 pl. August, 1923.

The Saprolegniaceae. Univ. of N. C. Press, 1923.

D. D. CARROLL:

Business as a Medium of Service. At Southern Pines.

Education and Life. Rotary Club, High Point.

The University s New Problem—Ass'milation. Alumni, Charlotte.

Commencement Addresses. At Mt. Olive and Plymouth.

ALBERT COATES:

Address. At Smithfield on the occasion of the presentation of Memorial Fount to citizens of Johnston County in memory of men killed in the war.

COLLIER COBB:

Alaska: Our Empire of the Northwest. Southern Pines Congregational Church, Edenton Parent-Teachers Association, Rocky Mount Current Topics Club, Elkin High School.

Colourful Japan. Oxford College, St. Mary's School, Raleigh High School, University Summer School.

Our Come-back After the War Between the States. Sanders-Holt Chapter, United Daughters of the Confederacy, Smithfield, January 19, 1923.

Education for Service. Commencement address at Selma, Dover, and Trenton High Schools.

Race and Rehabilitation. Virginia Dare Day Address before Roanoke Colony Memorial Association, Old Fort Raleigh, August 1923.

The Age and Structure of the North Carolina Newark. North Carolina Academy of Science.

Transportation Problems in Relation to Our Changing Environment. North Carolina Academy of Science.

Permian Fossils from the Base of the North Carolina Newark. Journal of the Elisha Mitchell Scientific Society, August 1923.

The Immediate Ancestor of Our Domestic Horse Found Fossil in Halifax County, North Carolina. Journal of the Elisha Mitchell Scientific Society, August 1923.

HARRY W. CRANE:

How to Meet the Problem of the Feebleminded and the Subnormal in the Public School. Address to Elizabeth City School Board and Parent-Teachers Association, February 10, 1923.

J. F. DASHIELL:

Racial Difference as Measured by the Downey Will-Temperament Test (with John H. McFadden). Journal of Applied Psychology, March, 1923, Vol. XVIII, pp. 30-53.

Book Reviews in Journal of Abnormal Psychology and Social Psychology.

Abstracts of Articles in Various Journals, Psychological Bulletin.

Nature and Nurture in the Making of Men. Address delivered at Belhaven, December, 1922.

An Experiment in Learning. High School Journal, February, 1923.

A Dialectic Principle in History of Education. High School Journal, February, 1923.

C. H. FERNALD:

The Work of a Chamber of Commerce. Address before newly organized Chamber of Commerce, Cary, September 29, 1922.

The Golden Rule in Business. Address before the Sunday afternoon Y. M. C. A. group, Durham, December 10, 1922.

NORMAN FOERSTER:

Nature in American Literature. New York: The Macmillan Co., 1923.

American Bibliography for 1922, Part II. Publications of the Modern Language Association, Vol. XXXVIII, No. 1.

Sentences and Thinking (revised and greatly enlarged edition). With J. M. Steadman, Jr. Boston: Houghton Mifflin Co., 1923.

English Poetry of the Nineteenth Century. With G. R. Elliott. New York: The Macmillan Co., 1923.

Edited July, 1923, issue of Studies in Philology (American Studies: First Series). This contains his paper on Quantity and Quality in the Aesthetic of Poe.

W. C. GEORGE:

A Note on the Pulmonary Circulation in Vertebrates. Anatomical Record, February, 1923.

Heat Regulation in the Human Body. Address before the students in Biology of the N. C. College for Women, May, 1923.

Some Methods in Anatomical Technique. Proceedings of the N. C. Academy of Science, Greensboro meeting, May, 1923.

The Great Adventure of the Lung Fishes—An Episode in Evolution. Greensboro Daily News, June 17, 1923.

Some Peculiar Amoeboid Cells in Perophora. Proceedings of the Elisha Mitchell Scientific Society, October 9, 1923.

T. S. GRAVES:

Recent Literature of the English Renaissance. Studies in Philology, April, 1923.

Some Pre-Mohock Clansmen. Studies in Philology, October, 1923. (Also an address at the University of Iowa, April 2, 1923.)

Some Chaucer Allusions (1561-1700). Studies in Philology, October, 1923.

Ben Jonson in the Jest Books. The Manly Anniversary Studies in Language and Literature. University of Chicago Press, 1923.

Strolling Players in the Eighteenth Century. Notes and Queries, 13th Series, Vol. I.

The Origin of the Elizabethan Stage. Lecture, Trinity College, December 1, 1922.

PAUL GREEN:

One Act Plays. One each in Contemporary One-act Plays (Scribner's), Carolina Folk-Plays (Holt) and The Carolina Magazine; two in Poet Lore.

Short Story in Literary Review (Cornell).

Art Criticism in Literary Review (Cornell).

EDWIN GREENLAW:

Editor of Studies in Philology, Vol. XX, including Elizabethan Studies: Eighth Series.

Problems of Research. An address before the Conference of British and American Professors of English, New York, June, 1923.

Some Old Religious Cults in Spenser. Studies in Philology, Vol. XX, No. 2.

Recent Studies in the History of Thought. Studies in Philology, Vol. XX, No. 4.

The Captivity Episode in Sidney's Arcadia. Manly Anniversary Studies.

Literature and Life, Book III. Scott, Foresman and Company, July, 1923.

G. A. HARRER:

Precedent in Roman Law. Studies in Philology, XIX, 1.

The College Teacher of Latin. A note in The Classical Weekly, January 9, 1922.

The Profession of Law in Rome. The Classical Journal, XVII, 6.

Wells on Roman History. Paper read at the meeting of the Southern Section of the Classical Association of the Middle West and South, Atlanta, Georgia, April 27, 1922. Published in The Classical Journal, XVIII, 6.

The Chronology of the Revolt of Pescennius Niger. The Journal of Roman Studies, London, X, 2.

Contributions to The High School Journal.

A Trip to Cicero's Home. The Classical Journal, XIX, 2.

C. A. HIBBARD:

The Lyric South. In The Literary Review, September 8, 1923.

A Night in Korea. In The World Traveler.

Colloge Humor and American Literature. A series published by the

Col'egiate World Company. September, December, February.

A Footnote to Melville. In Studies in Philology.

The Work of the North Carolina Council of English Teachers. In School and Society.

A Plea for the Five Per Cent. At Chattanooga, Tennessee, at National Council of English Teachers, November 29, 1922.

Sidney Lanier. At Laurinburg, North Carolina, February 12, 1922.

Professional Consciousness and the English Teacher. President's address at the North Carolina Council of English Teachers, Greensboro, N. C., March 11, 1922.

T. F. HICKERSON:

Transition Spirals for Highways—A New Method. Paper before Elisha Mitchell Scientific Society, November, 1922.

A. W. HOBBS:

Address before Southeastern Section of Mathematical Association of America on Unified Mathematics for Freshmen.

S. H. HOBBS, JR.:

Some Tidewater Ills and Remedies. Address before Belhaven Chamber of Commerce, April 26, 1923.

State Aid to Farm Tenancy in Denmark, New Zealand, Australia, and California. Address at Marion, May 11, 1923.

How the University Serves the State. Address to Durham Rotary Club, May 28, 1923.

The Effect of Geography on the Economic Development of North Carolina. Address at the State College, Raleigh, October 15, 1923.

GEORGE HOWE:

History and Legend in Vergil's Aeneid. Paper read before the Southern Classical Association, Birmingham, Ala., April, 1923.

E. V. HOWELL:

Caffeine Content of Yaupon. Paper before the American Pharmaceutical Association, Asheville, N. C., September, 1923.

Medicinal Plants of North Carolina. Paper before the American Pharmaceutical Association, Asheville, N. C., September, 1923.

Some Laboratory Notes. Paper before the American Pharmaceutical Association, Asheville, N. C., September, 1923.

A. M. JORDAN:

Test Validation. September and October issues of Journal of Educational Psychology.

THOS. L. KIBLER:

The Railroads of the Northwest. In the Economic Resources of the Northwest. Edited by Lewis and Miller. Seattle, Washington, 1923.

EDWAR W. KNIGHT:

The School and Citizenship. An address given at the State Teachers' Associaton at Asheville and at Greensboro.

The Development of Education in North Carolina. Address given before the Durham Business and Professional Women's Club.

Education in the South During the Past Twenty-five Years. Part of a volume inscribed to Professor Paul Monroe. (In collaboration with others.) Macmillan, 1923.

Five lectures to the teachers of Orange county at Hillsboro; five lectures to the teachers of Vance county at Henderson; educational addresses at Lenoir College, Benson, Jackson Springs, Spencer.

Addresses before the Parent-Teachers' Association at Hillsboro and at Greensboro.

Edited the Orange County School News, 1922-23.

FREDERICK H. KOCH:

Folk-Playmaking in North Carolina. (Illustrated.) The Drama, November, 1922.

The University and the Theatre. University of Pennsylvania, Philadelphia, December 5, 1922.

The Dakota Playmakers. The American Pageant Association, Boston, December 7, 1922.

The Carolina Playmakers. The American Pageant Association, Boston, December 8, 1922.

Playwriting in the College. Randolph-Macon Woman's College, Lynchburg, Virginia, March 14, 1923.

Folk-Playmaking in North Carolina. The Little Theatre, Lynchburg, Virginia, March 14, 1923.

A Peoples Theatre. Lynchburg College, Lynchburg, Virginia, March 15, 1923.

Making a New Folk-Drama. The Dramatic Institute, Richmond, Virginia, April 30, 1923.

E. V. KYSER:

The Collection and Distillation of Essential Oils. Illustrated. Before the University of North Carolina Branch of the American Pharmaceutical Association, November, 1922.

The Distillation of Volatile Oils in the United States. Illustrated. Before the American Pharmaceutical Association, Asheville, N. C., September, 1923, and the University of North Carolina Branch of the American Pharmaceutical Association, September, 1923.

Preliminary Report on the Effect of Fatty Acids on Emulsions and Liniments. (With Frank C. Vilbrandt.) Paper before the American Pharmaceutical Association, Asheville, N. C., September, 1923.

Formulae for Potassium-Free Soft Soaps. (With Frank C. Vilbrandt.) Chemical Age, August, 1923.

J. W. LASLEY, JR.:

A Problem in Profective Differential Geometry. Paper before the Elisha Mitchell Scientific Society, January. Abstracted in the Journal of the Elisha Mitchell Scientific Society, Vol. XXXIX, Nos. 1 and 2.

A Note on the Cubic Equation. The High School Journal, Vol. VI, No. 1.

Typical Errors in Elementary Mathematics. North Carolina Association of Teachers of Mathematics, February.

On the Curvature of Manifolds. North Carolina Academy of Science. Abstracted in the Journal of the Elisha Mitchell Scientific Society, Vol. XXXIX, Nos. 1 and 2.

H. D. LEARNED:

The Accentuation of Old French Loanwords in English. Publications of the Modern Language Association of America, Vol. XXXVII, No. 4 (December, 1922).

Reasonable Aims and Possible Attainments in Modern Language Teaching. The Virginia Teacher, Vol. IV, No. 2 (February, 1923).

STURGIS E. LEAVITT:

Chilean Literature. A bibliography of literary criticism, biography and literary controversy. The Hispanic American Historical Review, Vol. V, No. 4, November, 1922.

A. C. MCINTOSH:

Special Tax School Districts in North Carolina. Property Exempt from Taxation in North Carolina. Jurisdiction in Counterclaim in North Carolina. Explanation of various statutes passed by General Assembly of 1923.

Address before Taylorsville Town Club, February, 1923.

ERNEST L. MACKIE:

Commencement Address. Spring Hope, May, 1923.

WM. DEB. MACNIDER:

Naturally Nephropathic Animals—The Ability of an Alkaline Solution to Influence the Amount of Stamable Lipoid Material That Appears in the Kidney Following the Use of the General Anesthetics. Jour. Pharm. and Exp. Therap, Vo. XX, No. 5, 365, 1922.

The Functional and Pathological Response of the Kidney With a Changed Blood—Chemical Environment. American Soc. for Exp. Pathology, Toronto, Canada, December 28, 1922.

Kidney Function from the Standpoint of the Organism as a Whole. Tri-State Medical Association, High Point, N. C., February 22, 1923. Southern Medicine and Surgery, Vol. LXXXV, No. 7, 349, 1923.

The Pharmacology of Aconite. N. C. State Med. Society, Asheville, N. C., April 18, 1923.

Demonstration of the Action of Drugs by Means of Graphic Records. N. C. State Med. Society, Asheville, N. C., April 18, 1923.

The Value of Diuretics in Bright's Disease. Walter Reed Medical Society, Newport News, Va., May 4, 1923.

Concerning the Selective Action of Drugs for Certain Tissues. Graduate Club Univ. N. C., May 1, 1923.

Contra Indications for the Use of Alkaline Solutions in the Treatment of Bright's Disease. Gaston County Medical Society, Gastonia, N. C., May 9, 1923.

The Rational Use of Alkalies in the Treatment of Nephritis. Sixth Councilar District Med. Society, Henderson, N. C., June 28, 1923.

The Prophylatic Value of Alkalies in Certain Toxaemias and in Poisoning by Methyl Alcohol. Greenville County Med. Society, Greenville, N. C., July 2, 1923.

I. H. MANNING:

A Further Study of the Problem of a Clinical Medical School in North Carolina. Read at the meeting of the State Medical Society, Asheville, April, 1923.

WALTER J. MATHERLY:

Last Year's Flood of Stock Dividends. The Analist.

Taxation of Stock in North Carolina Corporations. North Carolina Law Review.

Proposed Taxation of Stock Dividends. Journal of Accountancy.

Economic Hindrances in Standardizing American Industry. American Machinist.

Social Aspects of Labor Turnover. Journal of Social Forces.

The Alumni's Duty to the University. Address before Gaston and Mecklenburg County Alumni Associations.

Human Parasites. Address before Chamber of Commerce, Greensboro; Civitan Club, High Point; Southern Industrial Conference, Blue Ridge; Chamber of Commerce, Durham.

Industrial Efficiency. Address before Council of Former Superintendents, Liggett and Myers Tobacco Co., Durham.

E. C. METZENTHIN:

A New Way of Approaching the Unsolved Problems of the Old Saxon Epic "The Heliand." Paper before the Philological Club, December, 1923.

Luther and the Reformation. Three lectures delivered in Durham during October, 1923.

HAROLD D. MEYER:

Town Studies. University Extension Bulletin, Vol. II, No. IV.

The Parent-Teacher Association. A Handbook for North Carolina. Second edition.

The Commencement Program. University Extension Bulletin, Vol. II, No. 7.

Newer Books on Recreation. Journal of Social Forces, May, 1923.

A Program for Town Studies. Better Times Syndicate, May, 1923.

The University and Recreation. The Playground, February, 1923.

The Play Movement by Correspondence. The Playground, September, 1923.

Recreational Notes. The Playground, August, 1923.

Play in a University Town. The Playground, October, 1923.

The World s Need of a Torch. Older Boys Conference.

Should You Be a Torch Bearer? Rocky Mount, November 10-11, 1922.

Community Values in Play and Recreation. State Conference of Social Work, Raleigh, January 24, 1923.

The Teen Age. State Physical Education Association, Winston-Salem, April 28, 1923.

Boy Life. Ten lectures delivered at the Student Conference, Blue Ridge, June, 1923.

Memorial Address. State Fireman's Association in Durham, August 8, 1923.

What Is Physical Education? District Teachers Meeting, Greensboro, October 12, 1923.

The Teen Age. Address given at Father and Son Banquet, Henderson, November 17, 1922; Rotary Club of Durham, December 6, 1922; Town Square League, Chapel Hill, February 10, 1923; Morehead City, March 12; Spray, March 14; Rotary Club, Augusta, Georgia, September 11; Men's Mass Meeting, Durham, August 15.

Community Values in Play and Recreation. Address given at Mebane Parent-Teachers Association, November 26, 1922; Spray, March 15, 1923; Ramseur, March 17; Franklinville, March 22.

Commencement Addresses: Graduate Nurses of Watts Hospital, Durham, May 15; Oxford Orphanage, Oxford, May 25; Orange Grove, April 21; Craven County Farm Life School at Vanceboro, May 1; Hamlet, May 29; Brown Summit, May 8.

Public Opinion. An Address, Durham Y. M. C. A., February 25, 1923.

Play Institutes. Addresses and Demonstrations of Community Play and Recreation, Spray, Leaksville, Draper, March 12-14, and Morehead City, March 16-17; Ramseur-Randolph County Teachers, August 13-14.

The Parent-Teachers Association: A Community Builder. Address given at Chapel Hill, Carrboro, and Cedar Grove.

Our Children. Address, Durham, Child Welfare Day, February 16, 1923.

Mother Day Address. Durham, East Durham Baptist Sunday School, May 13, 1923; Methodist Church, Chapel Hill.

Clean Sports. Address, Banquet of Amateur Baseball League, Augusta, Georgia, September 14, 1923.

Leisure Movements. Address, Woman's Club, Raleigh, October 25, 1923.

HOWARD W. ODUM:

The Scientific Journal and Social Interpretation. Proceedings National Conference of Social Work, October, 1923.

Newer Ideals of Public Welfare. Annals, American Academy of Political and Social Science, January, 1923.

Attainable Standards for State Departments of Public Welfare. Annals, American Academy of Political and Social Science.

Edited, Public Welfare in the United States, the January Annals of the American Academy.

Editor, Journal of Social Forces. Contributed the following: A University Plan of Municipal Information and Research (November), The Journal's Program (November), Effective Democracy (January), Fundamental Principles in Race Relations (January), Democracy in Relations to Government, Industry, Community, and the Ku-Klux-Klan (January), Reading, Writing and Leadership (March), Social Work in Relation to Democracy and Progress (May), The Transfer of Leadership (September).

Addresses. American Country Life Association, St. Louis; National City Managers' Association, Washington; American Association of Training Schools for Professional Social Work, Chicago; National Conference of Social Work, Washington, D. C.; Southern Regional Child Welfare Conference, Atlanta; Maryland State Normal School, Towson, Maryland; Alabama Normal School, Montevallo, Ala.

WILLIAM F. PROUTY:

Geology of Clay County, Alabama, With Special Reference to the Graphite Industry. County Report No. 1, Alabama Geological Survey, April, 1923.

Co-author of Silurian Report, Maryland Geological Survey, June, 1923.

J. F. ROYSTER:

Reading Report Blanks. Scott, Foresman & Co., Chicago, 1923.

Preparation of the English Composition Teacher. The English Journal, XII, 6. June, 1923.

The Going-to Future (with J. M. Steadman). In Manly Anniversary Studies. University of Chicago Press, 1923.

Contemporary Literature in the High School. Before the University of Chicago Conference with Preparatory Schools of the Middle West, Chicago, May 11, 1923.

The Little Theatre Movement in America. Before the Twentieth Century Club, Raleigh, N. C., October 23, 1923.

ALBERT SHAPIRO:

High School and Character. Commencement address at Beulaville and Rutherfordton.

The Purpose of Education—Character and Service. Commencement address at Rowland.

The Reading of Newspapers. Community Club talk, Franklinville.

A Standard Two-Year High School Course in Spanish. High School Journal, March, 1923.

Spelling Tests Suitable for High School Use. High School Journal, March, 1923.

Book Reviews in High School Journal and Hispania.

Relation of English to Foreign Language Work in Schools. To appear in Education.

HAROLD R. SMART:

Dr. Sawbey's Laws of Thought. The Philosophical Review, Vol. XXXII, No. 3, May, 1923.

CHESTER D. SNELL:

Postgraduate Medical Education Through Uinversity Extension. Address before National University Extension Association, St. Louis, April, 1922.

University of North Carolina Extension Bulletin. Volume II, Nos. 5-14; Vol. III, Nos. 1-4, edited.

Progress in Education. Address, Mooresville High School, December, 1922.

The Ideal Teacher. Address, Wadesboro, December, 1922.

North Carolina Commerce and Industry. Publication started with co-operation of School of Commerce and North Carolina Commercial Secretaries' Association.

Coöperation in Religion. Southern Pines Congregational Church, February, 1923.

Education and Progress. Commencement addresses at Alliance and Roper, May, 1923.

J. F. STEINER:

Professional Training for Public Welfare. Annals of the American Academy of Political and Social Science, January, 1923.

Community Organization in Relation to Social Change. Journal of Social Forces, January, 1923.

Community Organization and the Crowd Spirit. Journal of Social Forces, March, 1923.

The Reading Habits of the Social Worker. Journal of Social Forces, May, 1923.

Plans for Improvement of Prison Legislation. Conference of Citizens Committee of One Hundred on Prison Legislation, Greensboro, N. C., November 24, 1922.

Community Chests. City Conference of Social Workers, Durham, November 27, 1922.

Program of Citizens Committee of One Hundred on Prison Legislation, The North Carolina Conference for Social Service, Raleigh, January 28, 1923.

Attainable Standards in Social Work. City Conference of Social Workers, Gastonia, N. C., February 14, 1923.

Financial Federations. Durham Community Chest Federation, Durham, N. C., April 15, 1923.

Community Case Records. Social Research Society, University of Chicago, August 5, 1923.

Methods of Social Investigation. Institute for Social Research, University of Chicago, August 27, 1923.

Community Social Diagnosis. Southwestern Division Conference, American Red Cross, St. Louis, Mo., August 28, 1923.

Coördination of Social Agencies. Durham Community Chest Federation, Durham, September 21, 1923.

Modification of Home Service Standards. National Convention, American Red Cross, Washington, D. C., September 27, 1923.

Study of Community Social Forces. Federation of Women's Clubs, Durham, October 24, 1923.

Otto Stuhlman, Jr.:

Physics Laboratory Experiments. Second Edition. Revised, 1923.

Design of a Kundt's Tube. Journal of the Optical Society of America. Vol. 7, p. 907, 1923.

The Extension of the X-Ray Into the Ultraviolet Spectrum. Science, Vol. LVI, September, 1922.

The Radiotron as a Source of Negative Electric Resistance. Reading Amer. Phys. Soc., Washington, April, 1923.

Radiations Lying Between the Ultraviolet and X-Ray Spectrum. Read before Elisha Mitchell Scientific Society, April, 1923.

W. F. Thrall:

Clerical Sea Pilgrimages and the Imrama. The Manly Anniversary Studies in Language and Literature (1923).

H. R. Totten:

Development of the Fruit-Body of a New Parasitic Rhizopogon. Journal of the Elisha Mitchell Scientific Society 39: 101-109, with 7 plates. 1923.

The Need of a Methodist Protestant College in North Carolina. Address at the Methodist Protestant Church at Efland, April 15, 1923.

W. R. Trabue:

The Interpretation of Educational-Test Scores by Grades. Educational Research Association, Cleveland, O., February 28, 1923.

Are the Schools Building Good Citizens? Parent-Teacher Association, Goldsboro, N. C.

Coöperative Attack on Administrative Problems. City Superintendents' Conference, Chapel Hill, N. C., July 2, 1923.

North Carolina's High School Products. High School Principals and Teachers Sections, State Teachers Association, Washington, N. C.,

October 6, 1923; Greensboro, N. C., October 13, 1923; Charlotte, N. C., October 19, 1923; Raleigh, N. C., November 3, 1923; Wilmington, N. C., October 27, 1923; Greenville, N. C., November 17, 1923.

What Type of Citizens Do Our Schools Produce? Teachers and Public, Lillington, N. C., November 20, 1923.

Books Reviews in Journal of Abnormal and Social Psychology, The Educational Review, The High School Journal.

Editorials in The High School Journal.

Special articles in The High School Journal.

F. P. VENABLE:

Investigation as Illustrated in the Discovery of Radioactivity. Lecture before American Pharmaceutical Association, Asheville, September 6, 1923.

Historical Sketch of the Elisha Mitchell Scientific Society. October 9, 1923.

An Account of Scientific Research in Early History of the University. Delivered before Sigma Xi Society, October 17, 1923.

History of Chemistry. Revised and rewritten. D. C. Heath & Co., 1923.

FRANK CARL VILBRANDT:

A Laboratory Multiple Burner. Journal of Industrial and Engineering Chemistry, XV, 72, (1923).

Solubilities of Hydrates of Nickel Sulfates (with J. A. Bender). Journal of Industrial and Engineering Chemistry, XV, 967, (1923).

Formulae for Potassium-Free Soft Soaps (with E. V. Kyser). Chemical Age, XXXI, 381, (1923).

Chemistry Courses for Salesmen. Drug and Chemical Markets, XII, February 28, 1923.

The Chemical Industries of North Carolina. Journal of Industrial and Engineering Chemistry, (news) Vol. I, August 20, 1923; Journal of the Elisha Mitchell Society, XXXIX, 76, (1923). Paper on same read before the North Carolina Section of The American Chemical Society, Greensboro, May 5, 1923.

Effect of Fatty Acids in Emulsions and Liniments (with E. V. Kyser). Paper read before The American Pharmaceutical Association at Asheville, N. C., September 6, 1923.

Our Chemical Industries. Nine of this series given out to the public in the weekly issues of The University News Letter.

H. M. WAGSTAFF:

Problems of Citizenship. Address to the negroes of Chapel Hill at the negro graded school, March 10, 1923.

Law Observance and Law Enforcement. Address to the Lion's Club, Raleigh. Constitution Week, September 19, 1923.

N. W. WALKER:

Address at Smithfield, December 27, before the Johnston County Alumni Association.

Address at Wake Forest College, March 22, before the Education Club.

Commencement Address, April 20, at Sylva High School.

Address at Miller's Creek, Wilkes County, May 5, at Camp Center Commencement.

Address before students of Moyock High School, May 9.

Address at Poplar Branch, May 9, before Parent-Teachers Association.

Talk at Elizabeth City, May 11, before Grammar Grades.

Commencement Addresses: May 24 at Battleboro High School; May 24, at Warsaw High School; June 5, at Granite Falls High School; June 15, at Southern Pines High School.

Address at Yanceyville, September 29, at dedication of Bartlett Yancey High School Building.

Address at Washington, October 5, before District Conference of High School Principals.

Address at Wilmington, October 26, before District Conference of High School Principals.

The High School Journal, Vol. VI, (Edited).

PAUL J. WEAVER:

Lectures: One each in Thomasville, Atlanta, Greensboro, and Charlotte; two each in Asheville and Winston-Salem; three in Raleigh; series of eight in Durham.

Articles: One each in the Etude, North Carolina High School Journal, Musical Digest, Musical America, Academician, Service Bulletin, and Music Bulletin; two each in the Supervisor Bulletin, and the Eastern School Music Herald.

R. H. WETTACH:

Acquisition of Negotiable Paper Through Holder in Due Course. I North Carolina Law Review 187 (January, 1923).

Criminal Assault and Battery With an Automobile. I North Carolina Law Review 235 (April, 1923).

Statutory Changes in North Carolina in 1923 in Criminal Law, Marriage and Negotiable Instruments. I North Carolina Law Review 285, 294, 299 (June, 1923).

A. S. WHEELER:

The Constitution of the Dichlorohydroxy-ethylidene-bis-nitroanilines. (With Samuel C. Smith.) Journal of the American Chemical Society, 45, 1839.

Hydroxynaphthoquinone Studies VI. The Chlorination of Juglone. (With Jos. L. McEwen.) Journal of the American Chemical Society, 45, 1970.

The Direct Conversion of Derivatives of Dichloroacetic Acid into Derivatives of Trichloroacetic Acid. (With Samuel C. Smith.) Journal of the American Chemical Society, 45, 1994.

The Brominaton of 2-Amino-p-xylene and Certain New Azo Dyes. (With E. W. Constable). Journal of the American Chemical Society, 45, 1999.

Chemistry of the Non-Benzenoid Hydrocarbons. Book review. Journal of the American Chemical Society, 44, 2969.

H. V. WILSON:

Dedifferentiation in Hydroids and Ascidians. (Read before the North Carolina Academy of Science, May 4, 1923.) Journal of the Elisha Mitchell Scientific Society, Vol. XXXIX, 1923.

L. R. WILSON:

The Use of Books and Libraries in North Carolina. Journal of Social Forces, January, 1923.

Library Development in North Carolina. Library Journal, January, and North Carolina Library Bulletin, March, 1923.

Standards for High School Libraries. High School Journal, April, and Extension Bulletin, June, 1923.

Some Useful Books on the Organization and Administration of High School Libraries. High School Journal, April, and Extension Bulletin, June, 1923.

High School Debating in North Carolina. Bulletin of the American Library Association, July, 1923.

Library Extension Service of the University of North Carolina. Bulletin of the American Library Association, July, 1923.

The High School Library. Special number of the University Extension Bulletin, June, 1923, edited.

The Alumni Review, Volume II (edited).

T. J. WILSON, JR.:

The Registrar's Duties and Opportunities for Service. Address before the Southeastern Branch of the American Association of Collegiate Registrars, Atlanta, Ga., April 6, 1923.

Publications of the University

In addition to the *University Record*, which contains the Catalogue, the President's Report, and other official announcements and records, the following publications are issued by the University:

The Journal of the Elisha Mitchell Scientific Society.

The James Sprunt Historical Publications.

Studies in Philology.

The High School Journal.

The University News Letter.

The University of North Carolina Extension Bulletin.

The North Carolina Law Review.

The Journal of Social Forces.

The numbers of the *University Record* issued since the last President's Report are as follows:

No. 198. January, 1923. The School of Engineering.

No. 199. February, 1923. The Graduate School.

No. 200. March, 1923. The Catalogue 1922-1923.

No. 201. April, 1923. The Summer School.

No. 202. May, 1923. The School of Commerce.

No. 203. June, 1923. The School of Education.

No. 204. July, 1923. Research in Progress.

No. 205. December, 1923. The President's Report.

PHILLIPS HALL, THE HOME OF THE SCHOOL OF ENGINEERING